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v. 44 no. 6

THE AMERICAN School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION



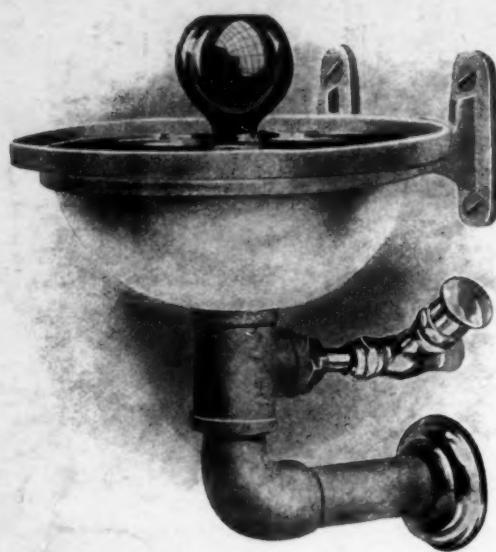
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January, 1912

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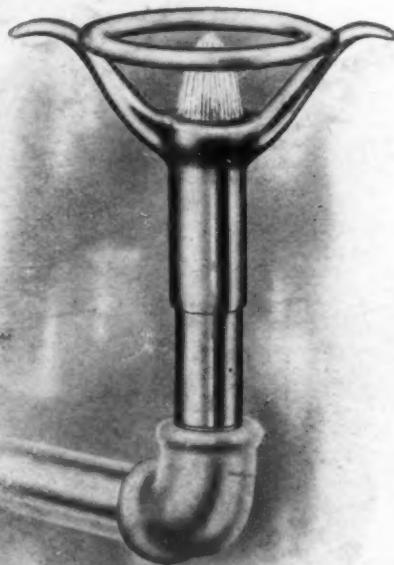
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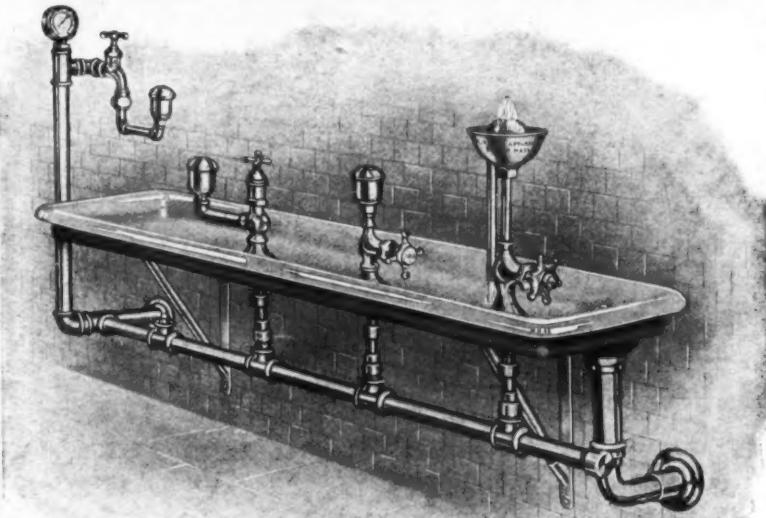
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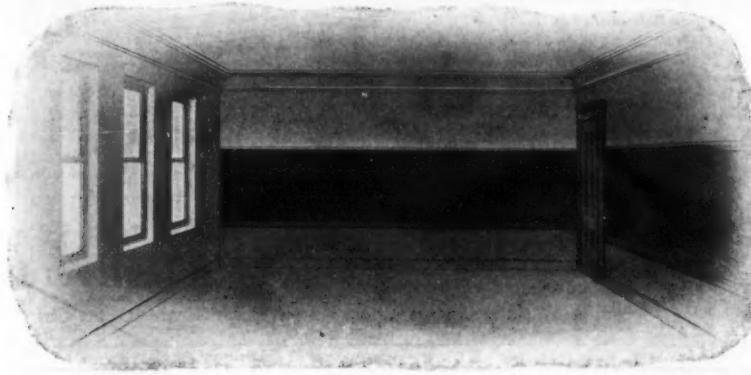
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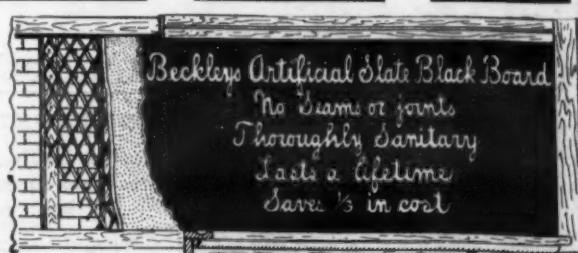
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JANUARY, 1912

No. 1

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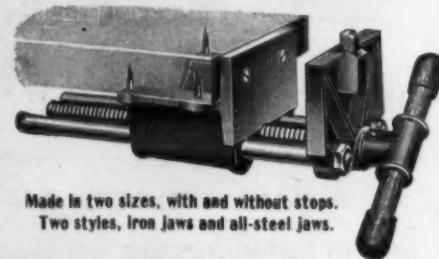
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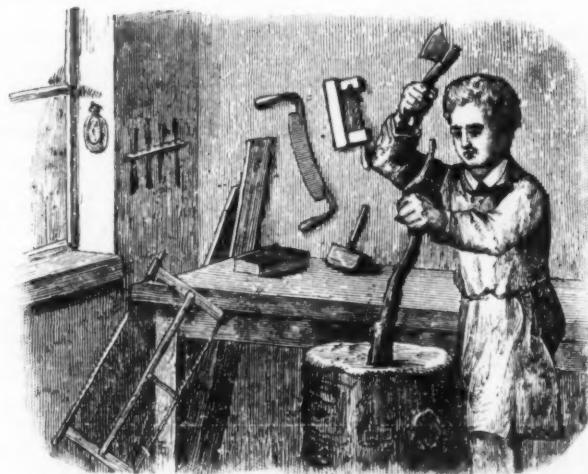
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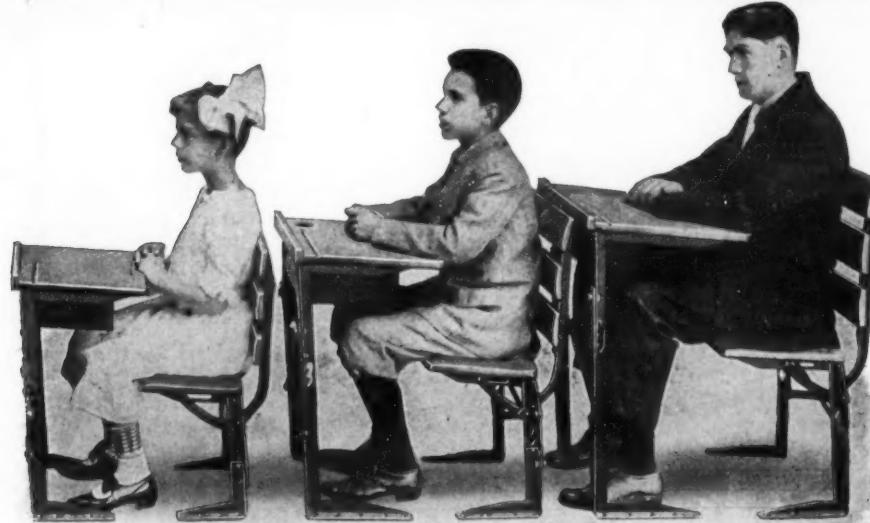
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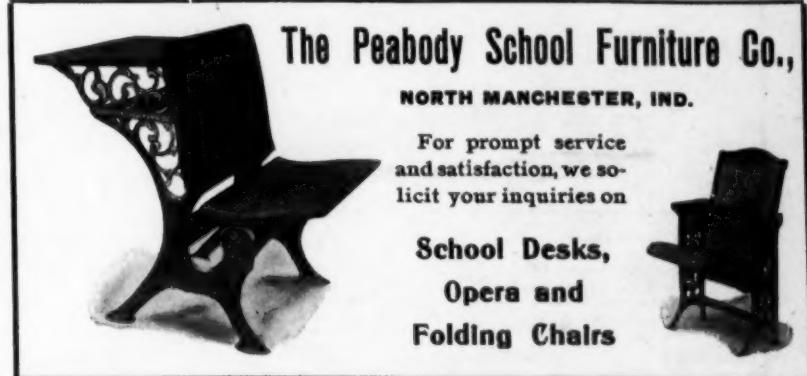
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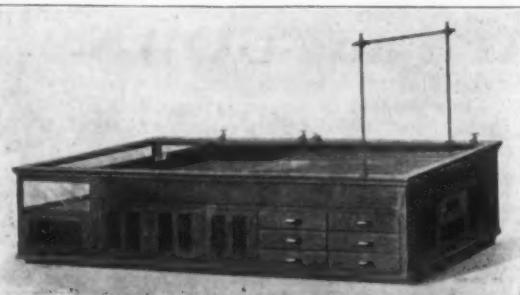
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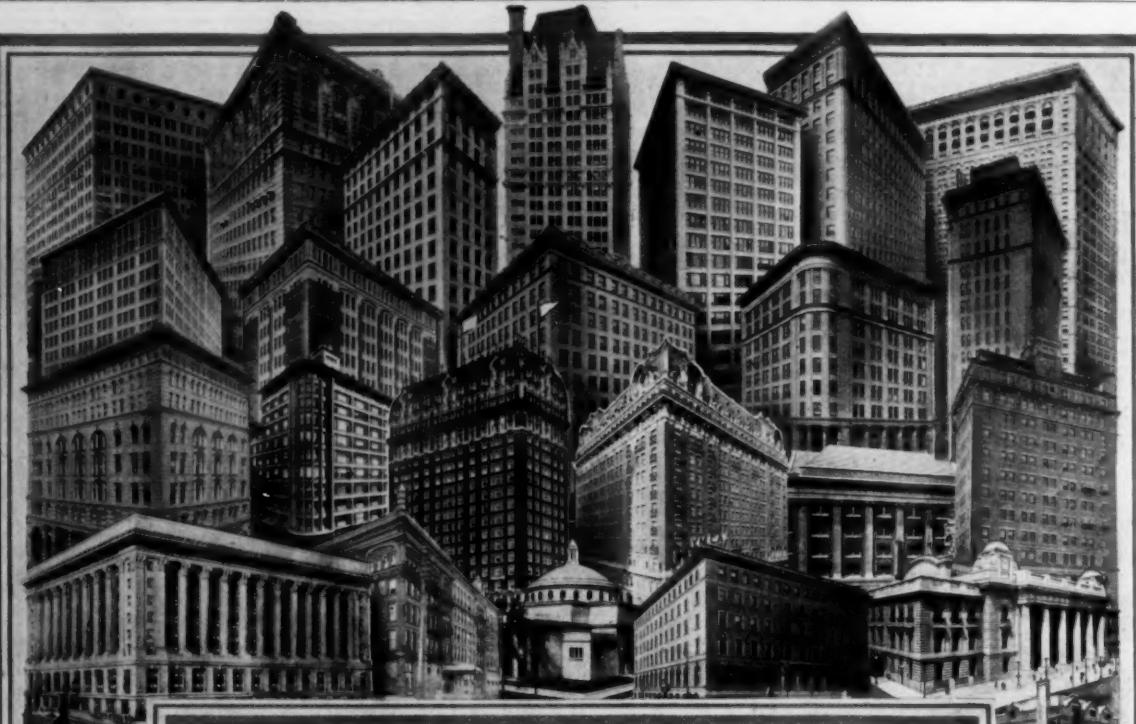


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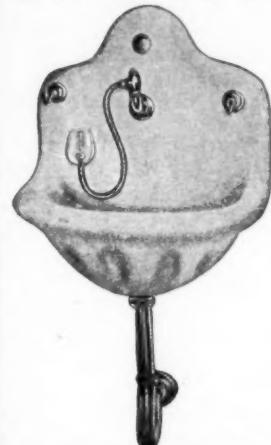
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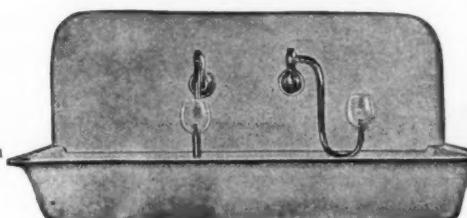
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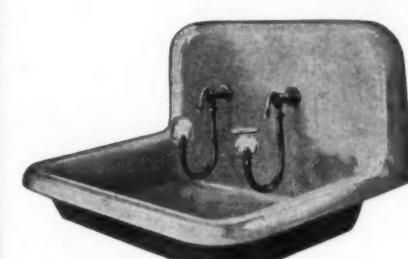
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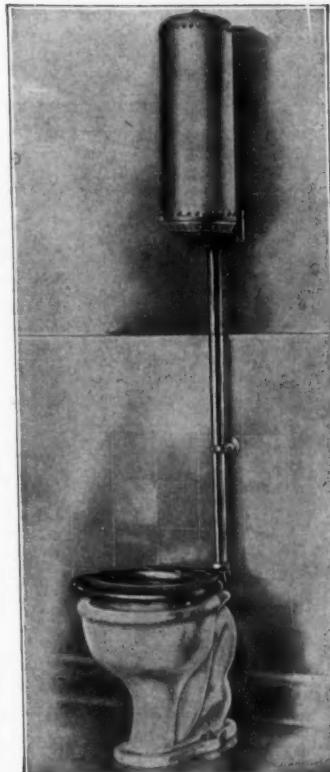
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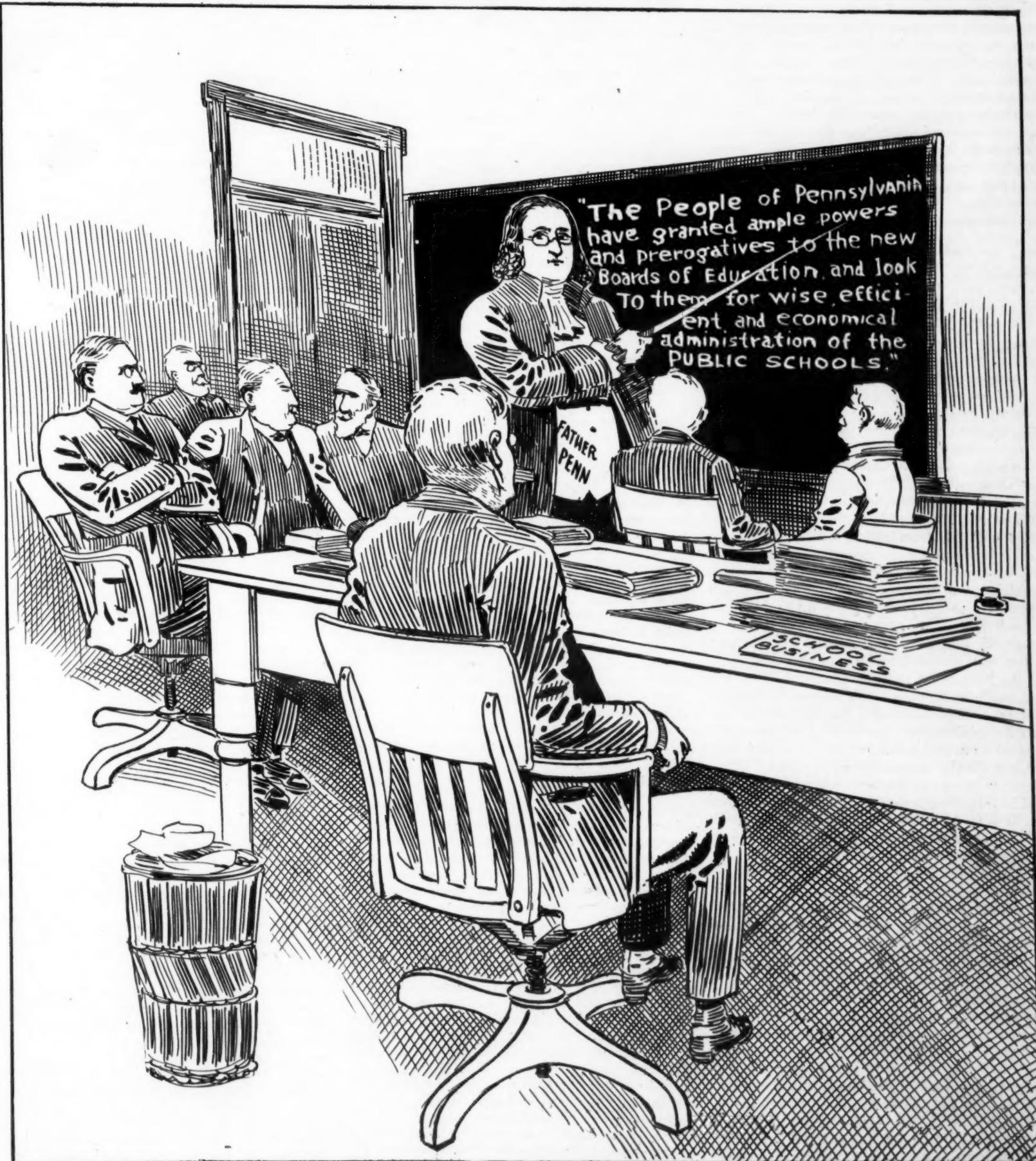
School Board Journal

Founded March 1891 by WILLIAM GEORGE BRUCE

VOL. XLIV, No. 1

MILWAUKEE—New York—Chicago, JANUARY, 1912

SUBSCRIPTION PRICE
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A DUTY AND AN OPPORTUNITY.

School Administration.

THE POWER OF THE SUPERINTENDENT.

By F. E. Downes, Harrisburg, Pa.

The city superintendent usually possesses whatever power he deserves, though this is not universally the case. The matter of tactfulness has much to do with the degree of his administrative influence. There ought to be inserted in the rules and regulations of every city school district a section imposing upon the superintendent the responsible duty of nominating the teachers under him, just as those same rules make him personally answerable for unsatisfactory results in teaching. Responsibility for professional results without full professional authority in vital matters which have to do with the working out of these results is a deplorable condition anywhere, and is particularly disastrous in a school system. This same power of initiative on the part of the superintendent should obtain in the removal of teachers for inefficiency and other legitimate causes.

As to the selection of textbooks, while it is reasonable to suppose that the superintendent is in a better position to judge as to the merit of textbooks than is the average school director, it does not necessarily follow that he is always a better judge than many of his professional subordinates. Should the superintendent select a high school Greek text, if he has no acquaintance with the Greek language himself? Most assuredly not. He must rely on the judgment of his Greek teacher in this instance. In other words, the superintendent should confer freely with his teachers on the textbook question, before making his recommendations. His final decision should be based, as a rule, upon a combination of his own personal judgment and that of the professional experts under him. It is needless to state that for a school board to arrogantly assume the prerogative in this particular, without expert advice or sanction, is, to say the least, most unfortunate.

In many cities, even in the absence of definite rules upon these questions, the influence of the tactful superintendent has been so effective, and his wisdom and judgment so unquestioned, that he has gradually taken to himself, without interference or criticism, and even without authority fixed by rule, the powers which legitimately belong to him. The power of the superintendent often depends largely on his ability to inspire confidence in his motives and actions.

But just as it is to be desired that the superintendent be given the utmost authority in matters strictly professional, so it is the part of wisdom for him to leave to the school board the conduct of its business affairs. The erection of school buildings and all the various duties that are thereby involved, such as selecting sites, approving plans, etc., are fundamentally prerogatives of boards of education, and it is just as much out of place for the superintendent to dictate here as it is for the board to overrule the superintendent, or interfere with him in matters purely professional. Doubtless, many superintendents are able, through special training and wide experience, to give expert advice upon certain important business propositions of their boards; but it must also be remembered that at times there are those on boards of education who are likewise competent to advise the superintendent in professional matters. In either case, whether on the part of the superintendent or the board, advice should be eagerly sought from all sources available, and should be freely given upon invitation. There is no good reason why

there should be any lack of harmony on the part of those in authority in the settlement of any of these questions.

PART II—STATE ADMINISTRATION OF EDUCATION IN IOWA.

(Concluded from December Issue.)

Studying the state administration of education in Iowa in the light of the foregoing facts, we are obliged to confess that, compared with other prominent states, Iowa does not at certain points make a favorable showing. Our state superintendency does not rank as high as it should in power and influence. The state board of examiners possesses but few powers or functions of importance, and the method of its constitution may well be seriously questioned.

The State Superintendency in Iowa.

The state superintendency in Iowa, dating back to 1841, has been occupied at all times by worthy and honorable men, and by some who have made important contributions to education. It is not our purpose in this section of the report to praise their devotion to the cause of education, nor to review their achievements. It is the aim rather to discuss those particular features of the office where improvement is most needed and most practicable and possible.

1. *Term of Office.*—From the nature of the state superintendency, this office should be on a different basis as to length of term from that which holds for the business or clerical offices of the state. In these latter offices where the duties are largely mechanical and fixed, the routine of the office can soon be learned, and the interests of the public can be fully guarded by sufficient bonds required from the officer. Such is not the case with the state superintendency. This office requires the organization and administration of a policy, not the mastery of a routine. The state superintendent must secure and utilize the co-operation of many persons working in different parts of the educational system. All this requires time. A real educational policy cannot be organized, put into operation, and brought to fruition within two years. One of the greatest sources of educational waste, and at the same time one of the most crippling limitations upon the efficiency of the state superintendent, is the two-year term. The average term of service for all incumbents of the office since 1841, not counting two who died in office, is slightly under four years. While it is therefore true that the length of service is not limited to the length of term, yet the element of uncertainty which enters in, and the thought and energy expended in a campaign for re-election constitute unnecessary sources of waste. Iowa should catch step with the present tendency and increase the length of term for this office to at least four years.

2. *Salary.*—Iowa has never been generous in paying for educational service. But she is most niggardly in her treatment of the state superintendency. The salary for this office was fixed years ago, when all salaries were much lower than now, and when living expenses were far less than at present. The general advance in educational salaries in all other lines has failed to reach this office. Not only does the state superintendency command no higher salary than the business and clerical offices of the state, but a bill before the last legislature even discriminated against the state superintendency in proposing a considerably greater increase of salary for the other state offices than for the superintendency.

Comparing the salary of the state superintendent in Iowa with that paid in other states, the showing is strongly against us. Thirty-seven states pay a higher salary than does Iowa. The average salary for all states is \$3,347, as compared with \$2,200 in Iowa. Our state

superintendent receives only two-thirds as much as the average for other state superintendents.

This situation should be remedied at once. The salary of the state superintendent should be advanced to such a point that it will be attractive financially to the best educational talent in the state. This office, which is beyond doubt the most important educational position in the state, should not be longer handicapped by not paying enough to warrant a man who is dependent on his salary in accepting it. The salary paid the state superintendent should certainly be second to that of no other state officer unless it be the governor, and it should compare favorably with the salaries paid in other leading states. The committee believes that the amount paid in Iowa should for the present be fixed at \$4,000.

3. *Mode of Selection.*—All will agree that our present method of selecting the state superintendent is far from ideal. An expensive primary campaign, with the possibility of an unscrupulous convention at the end, deters many worthy men from offering themselves for this office. The problem of removing the state superintendency from politics has been discussed in many states, but no final solution has yet been found.

Election by the state legislature has been discarded in other states as a failure.

Appointment by the governor is the method now being employed in nine states, but this method is open to grave dangers, and is far from being accepted as the best solution of the problem. The factional condition of politics in Iowa would render this method unwise at the present time, even if there were no other inherent dangers in the plan.

Appointment by a state board has been thought by some to be the best method available. This method is so far in use in but four states. In these states the board of education consists of from seven to eleven members, and is meant to be widely representative of the different educational interests of the state. In Connecticut the board is partly *ex officio*, while in Massachusetts and New York it is wholly appointive. The Iowa board of educational examiners is not so constituted as to be widely representative of different educational interests, and could therefore not at present wisely be commissioned with the function of appointing the state superintendent.

It has been urged in some quarters that the new board of education in Iowa should select the state superintendent as one of its functions. But this board was created with the specific purpose of placing in its control the state institutions for higher education, and not the state administration of the public schools. Further, this board is yet new and relatively untried even in the field for which it was created, and must prove its continued success in this field before its permanence as a part of our educational system is assured, and certainly before additional functions can be given it in the field of public education. Added to this, it is a question whether the people of Iowa will be willing at any time to give over the virtual control of their public school system to any such board; and particularly is this true when the board is so organized that its membership contains no teachers or educators, and when its primary functions are connected with state higher educational institutions.

It is probable, then, that the selection of the state superintendent in Iowa should, for the present at least, remain in the hands of the people. If the salary is increased, if the term of office is lengthened, if the powers and functions of the office are increased in importance, there will be no lack of good material for the office. It is true that there are marked disadvantages in having this office classed as a political office. On the other hand, there is also a decided disadvantage in any divorce of this office from immediate contact with and responsibility to the people of the state. Probably the greatest opportunity confronting the state superintendent in Iowa at present is that of arousing the people of the state to educa-

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THE MONEY COST OF REPETITION

versus

THE MONEY SAVING THROUGH ACCELERATION

By LEONARD P. AYRES, Ph. D., Russell Sage Foundation

After a campaign of education extending over many years, Congress, through its Food and Drugs Act, has compelled manufacturers of food and medicinal products to print on the labels of the packages a list of the ingredients, with the quantity of each. Recently another campaign of education has been waged by schoolmen to secure in the publication of school reports a plain statement of the ingredients of the statistics put out for popular consumption. The second campaign resembles the first in that it grew out of the discovery that educational statistics, like food products, are frequently adulterated with dangerous coloring matter that enhances their appearance but detracts from their usefulness.

The present article is an attempt to identify and measure some of the ingredients that are active elements in the data that tell us how much American cities spend on public education, and what they get for their money. It is based on the returns from a co-operative investigation conducted in the spring of 1911 by the Division of Education of the Russell Sage Foundation and the superintendents of schools of twenty-nine cities.

This investigation gathered the school histories of the 206,495 children enrolled in the eight elementary grades of these cities at the close of the school year 1910-1911, and the resulting data show, among other things, the number of years of schooling required by each of these children to reach the grade in which he was at that time. These progress data throw light on some phases of the relation between school expenditures and school results.

Slow, Normal and Rapid Progress.

In many studies made in the past few years investigators of school conditions have endeavored to compute the cost to the school system of the repetition of grades by children who make slow progress. The common method of these investigations has been to find the total cost of repetition by multiplying the annual per capita cost by the number of children who were repeating grades. These studies were open to criticism because in general they failed to take into account the fact that while many children repeat grades and thus involve increased expenditure, there are also many children who make rapid progress and thus counterbalance part of this added expense.

Now it is evident that if the number of years lost by slow children in a school system were equalled by the number of years gained by those making rapid progress, the money expenditure would be just the same as though every child were regularly promoted every year. Moreover, this gratifying condition would indicate that the course of study and system of promotions were so accurately adjusted to meet the needs and abilities of the children that the average children progressed at the normal rate, the slow ones required somewhat more time to do the work, and an equal number of bright ones were able to do it in less than the normal time. The data of the investigation under discussion show how nearly the different school systems studied approach this standard.

For example, the records show there were 2,371 children in the elementary grades of Amsterdam, New York, at the close of the past school year. Their distribution by grades shows how many years of schooling would have been taken by these children to reach their school standings at that time if they had all

uniformly made normal progress. The figures are as follows:

I. Number of Children by Grades and Total Normal Years of Schooling of Children in Elementary Grades. Amsterdam, New York, June, 1911.

Grade	Number	School Years at Normal Progress	Total Normal Years of Schooling
1	323	1	323
2	354	2	708
3	362	3	1086
4	413	4	1652
5	330	5	1650
6	227	6	1362
7	182	7	1274
8	180	8	1440
Total	2371		9495

Now in point of fact these 2,371 children had not made uniformly normal progress. Their actual progress records showed the following:

5 years slower than normal.....	1
4 years slower than normal.....	3
3 years slower than normal.....	31
2 years slower than normal.....	135
1 year slower than normal.....	321
NORMAL PROGRESS	1167
1 year faster than normal.....	675
2 years faster than normal.....	30
3 years faster than normal.....	6
4 years faster than normal.....	1
6 years faster than normal.....	1

A computation based on these figures shows that the children who had made slow progress had lost a total of 701 years, while the rapid ones had gained a total of 763 school years. This makes Amsterdam's accounting for all the children in her elementary schools the following:

Total normal years of schooling, all pupils...	9,495
Debit: Years lost by slow pupils.....	701
Credit: Years gained by rapid pupils.....	763
Years actually required by all pupils.....	9,433
10,196	

This accounting shows that the years actually required by all the pupils in the Amsterdam schools to reach their present standing was slightly less than the normal number of years. In terms of percentage it was 99.3 per cent. of normal. To put this in another way, the taxpayers of Amsterdam have a right to demand that their public schools shall carry each child through as many progressive steps of the educational system as is compatible with covering each step thoroughly. They expect to pay extra for each child who must do one unit of work twice, and they expect to pay less for the edu-

cation of the bright child who completes the work in less than the normal time. In point of fact, the rapid children a little more than counterbalance the slow ones, with the result that the taxpayers actually pay 99 cents for each dollar's worth of school progress made by her public school children.

But the situation in Amsterdam is almost unique. There are few cities where the years lost by slow pupils are so nearly counterbalanced by those gained by the rapid ones. The following table shows the relation between years lost and years gained in each of the twenty-nine cities:

II. Pupils in the Elementary Grades, Total Number of Years Lost by Slow Pupils, Total Number of Years Gained by Rapid Pupils, and Ratio of Years Lost to Years Gained, June, 1911.

City	Pupils in Elementary Grades	Years lost by Slow Pupils	Years Gained by Rapid Pupils	Ratio of Years Lost to Gained
Amsterdam, N. Y....	2,371	701	763	.9 to 1
Bayonne, N. J....	7,033	3,741	1,516	2.5 to 1
Canton, Ohio....	5,567	3,445	120	28.7 to 1
Danbury, Conn....	1,967	761	467	1.6 to 1
Danville, Ill....	2,260	1,197	164	7.3 to 1
East St. Louis, Ill....	5,380	2,883	933	3.1 to 1
Elizabeth, N. J....	7,058	3,777	987	3.8 to 1
Elmira, N. Y....	2,487	1,383	914	4.4 to 1
Hazleton, Pa....	2,655	1,577	77	20.5 to 1
Indianapolis, Ind....	23,874	7,721	5,261	1.5 to 1
Kenosha, Wis....	2,223	1,265	174	7.3 to 1
Milwaukee, Wis....	32,251	9,115	6,019	1.5 to 1
Montclair, N. J....	2,568	1,880	277	8.3 to 1
Muskegon, Mich....	3,163	1,419	447	3.2 to 1
New Orleans, La....	23,664	11,714	3,638	3.2 to 1
New Rochelle, N. Y....	3,641	1,804	880	2.1 to 1
Niagara Falls, N. Y....	3,244	1,506	195	7.7 to 1
Passaic, N. J....	5,541	3,200	895	3.6 to 1
Perth Amboy, N. J....	3,947	2,878	639	4.5 to 1
Plainfield, N. J....	2,313	1,253	171	7.3 to 1
Quincy, Mass....	4,540	2,705	190	14.2 to 1
Racine, Wis....	4,075	1,496	138	10.8 to 1
Reading, Pa....	10,585	7,860	683	11.5 to 1
Rockford, Ill....	5,649	2,156	963	2.2 to 1
Schenectady, N. Y....	7,846	4,002	867	4.6 to 1
Syracuse, N. Y....	13,610	7,118	1,177	6.0 to 1
Topeka, Kans....	4,894	1,913	627	3.0 to 1
Trenton, N. J....	8,787	5,507	789	7.0 to 1
Watertown, N. Y....	3,303	2,023	392	5.2 to 1
Total.....	206,495	98,000	29,763	6.5 to 1 Average

A glance at the figures in the right hand column shows that conditions vary so greatly in these school systems that the proportion between years lost and years gained ranges from virtual equality in such cities as Amsterdam, Milwaukee and Indianapolis to extreme inequality in cities where the number of years lost is from twenty to thirty times as great as the number of years gained. In the average city the ratio is six and one-half years lost by slow progress for every year gained through rapid progress. No clearer demonstration could be made of the very significant fact that in American school systems in general the course of study and schemes of promotion are adjusted to meet the needs and abilities of the brighter and stronger child rather than those of the average child.

Time Is Money.

This condition has a direct relation to our figures for school expenditure, for if these figures are to serve a truly useful end they must evaluate endeavor, not merely by bulk, but in terms of results. They must contain some expression of what we get for our money. It is not enough to know that the annual per capita cost for the child is \$30 unless we know something definite of what we purchase for that sum.

This new element will be added when we change our unit of inquiry in reckoning per capita cost. At present the unit of inquiry is the average expenditure for each child in the

WORK

The best thing in the world is work, and the best work in the world is for the children. It is the seed and the soil and the planting that we must look after, together with watchfulness of the growing plants. What the harvest will be we know not. We may never know and we need not know. The influence of a great teacher may reach—must reach—through all the years. And the great teacher, whether in the country school or the university, is the one whose work is limited only by his possibilities—not for self, but for children.

ORVILLE T. BRIGHT.

School Board Journal

school system. That is to say, the figure tells us how much it costs to keep a child sitting at a desk for one school year. The unit of inquiry which will give us much more significant information is the one which will tell how much it costs, on the average, to enable the child to take one step forward on his educational journey through the grades.

In systems where the time lost by slow pupils is counterbalanced by the time gained by rapid ones, the average expense of keeping a child in school one year and the expense entailed in sending him forward one grade are just the same. In most systems, however, as we have seen, the time lost by slow pupils is distinctly greater than that gained by rapid ones, and thus the per capita cost of one year's progress is more than the per capita cost of keeping the child in school for one year.

This may be illustrated by considering the case of Danville, Illinois, where the relation between the aggregate number of years that it would have required for all the pupils to reach the grades in which they were last June if they had made normal progress, and the number of years of school attendance actually required is shown in the following table:

III. Distribution of Pupils by Grades, Aggregate Years' Attendance Required for Them to Reach Those Grades at Normal Progress and Aggregate Number of Years Actually Required. Danville, Illinois, June, 1911.

Grade	Pupils	Aggregate Years of Attendance at Normal Progress	Actual Aggregate Years of Attendance
1	369	369	486
2	343	686	818
3	319	957	1,104
4	333	1,332	1,601
5	266	1,330	1,513
6	240	1,440	1,540
7	204	1,428	1,473
8	186	1,488	1,528
Total	2,260	9,030	10,063

The figures show that if the years lost by slow children in the Danville schools had been counterbalanced by the years gained by rapid pupils, the aggregate number of years of schooling of the children in the elementary grades would have been 9,030. The records show, however, that the slow children lost more time than the rapid ones gained, and so the actual aggregate years of attendance was 10,063, or 1,033 years more than the normal number.

This is peculiarly a situation where "time is money." The lack of balance between the two groups of slow and rapid pupils in this city has entailed an expenditure on the part of the taxpayers to defray the cost of 1,033 extra years of schooling for the children in the elementary grades alone. According to the data published in the report of the United States Commissioner of Education for 1910 the running expenses in the Danville schools amount each year to about \$20 per capita, and this figure cannot be far from accurate when applied to the children in the elementary schools. This means that the citizens of Danville have paid about \$20,660 extra for the schooling of these children.

Every city where the school years lost amount to more than those gained pays a similar educational tax, the size of which is determined by the preponderance of years lost over years gained and the amount of the annual per capita cost of education in that city. The following table shows the difference between the number

of years lost and the number gained by the elementary school pupils of each city, the per capita cost of schooling, and the loss entailed in paying for the lack of balance between time lost and time gained:

IV. Surplus of Years Lost Over Years Gained, Per Capita Cost of One Year's Schooling, and Aggregate Expense Involved in Paying for the Surplus Time Lost by Pupils. Based on Records of Pupils in Elementary Grades, June, 1911.

City	Surplus of Years Lost Over Years Gained	Per Capita Cost for One Year's Schooling	Aggregate Expense of Surplus Time Lost
Amsterdam	62*	\$29.47	\$ 1,827*
Bayonne	2,225	32.66	7,267
Canton	8,825	26.06	8,665
Danbury	294	25.03	735
Danville	1,033	20.39	2,106
E. St. Louis	1,950	27.42	5,346
Elizabeth	2,790	21.76	6,071
Elmira	1,069	25.88	2,766
Hazleton	1,500	19.63	2,944
Indianapolis	2,460	32.13	7,903
Kenosha	1,091	22.12	2,413
Milwaukee	3,096	31.32	9,696
Montclair	1,653	58.30	9,637
Muskegon	972	25.49	2,477
New Orleans	8,076	24.58	19,850
New Rochelle	924	44.05	4,070
Niagara Falls	1,311	28.68	5,193
Passaic	2,305	27.40	6,315
Perth Amboy	2,239	23.40	5,239
Plainfield	1,082	36.42	3,940
Quincy	2,515	22.15	5,570
Racine	1,358	24.93	3,385
Reading	7,177	24.34	17,468
Rockford	1,193	56.55	6,746
Schenectady	3,135	28.45	8,919
Syracuse	5,941	28.23	16,771
Topeka	1,286	28.88	3,713
Trenton	4,718	29.91	14,111
Watertown	1,631	23.25	3,792
Total.....	68,287		\$191,281

*62 years gained at a saving of \$1,827.

The grand total of \$191,281 is the extra amount that it has cost for the maladjustment of courses of study and systems of promotion to the abilities of the children in these schools. This is not annual cost, but the total involved in the schooling of all the children whose records were studied. As the average number of years of school attendance among these children is almost exactly 4.2 years the annual expenditure for the surplus of lost time is about \$45,543.

Annual Per Capita Cost.

The foregoing figures furnish measures of the extent and money cost of the maladjustment between the capabilities of the children, the difficulty of their school work, and the flexibility of the promotion systems, but they do not give us any expression of the comparative degree of importance of this maladjustment in the different cities, or its effect on the per capita cost of school support. How these data may be secured is illustrated by referring back to the case of Danville. As Table III shows,



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the aggregate number of years of schooling for all the children at normal progress would be 9,030, while the actual aggregate years of attendance are 10,063.

This is 111 per cent. of the normal number. In Danville the annual per capita cost of keeping a child in school is \$20.39. As the actual time required by the children to reach their present grades is 111 per cent. of the normal time, the cost of completing the work of each grade is 111 per cent. of the cost of keeping the child in school one year, or \$22.63. In a similar way we may compute for each city the relation in percentages between the normal time and the actual time required to complete any unit of work, and how this affects the cost of carrying a child forward one grade as contrasted with merely keeping him in school one year. These computations follow:

V. Per Cent that Actual Aggregate Years of Schooling Is of Normal Years of Schooling, and Annual Per Capita Cost of Promoting One Child One Grade in Each of Twenty-nine City School Systems Ranked According to the Percentages.

No.	City	Per Cent Actual Years of Schooling are of Normal Years of Schooling	Actual Annual per Capita Cost	Cost of Promoting One Child One Grade
1	Amsterdam	99	\$29.47	\$29.18
2	Milwaukee	101	31.32	31.63
3	Indianapolis	102	32.13	32.77
4	Rockford	105	56.55	59.38
5	New Rochelle	106	44.05	46.69
6	Topeka	106	28.88	30.61
7	Danville	107	25.03	26.78
8	Muskegon	107	25.49	27.27
9	Bayonne	108	32.66	35.27
10	Racine	108	24.93	26.92
11	New Orleans	109	24.58	26.79
12	E. St. Louis	110	27.42	30.16
13	Niagara Falls	110	28.68	31.55
14	Danville	111	20.39	22.63
15	Elizabeth	111	21.76	24.15
16	Schenectady	111	28.45	31.58
17	Syracuse	111	28.23	31.34
18	Passaic	112	27.40	30.69
19	Plainfield	112	36.42	40.79
20	Quincy	112	22.15	24.81
21	Watertown	112	23.25	26.04
22	Hazleton	114	19.63	22.38
23	Kenosha	114	22.12	25.22
24	Canton	115	26.06	29.97
25	Elmira	115	25.88	29.76
26	Montclair	116	58.30	67.63
27	Perth Amboy	116	23.40	27.14
28	Reading	119	24.34	28.96
29	Trenton	132	29.91	39.48
Average.....		111	\$29.27	\$32.33

Summary:

1. A study of the school histories of 206,495 children in the elementary grades of twenty-nine cities indicates that in most cities the years lost by slow pupils amount to much more than the years gained by rapid pupils, the proportion in the average city being 6.5 years lost for every year gained.

2. In most cities the course of study and system of promotions are adapted to the capabilities of the bright, rather than to those of the average child.

3. In these twenty-nine cities the annual money cost to the taxpayers of the maladjustment of the course of study and systems of promotion to the capabilities of the children amount to about \$45,543.

4. In the average city this maladjustment involves an increase in school expense amounting to about 11 per cent.

I have little sympathy with the long-standing outcry that the high school fits merely for college. The complaint is cheap and destructive. I am, however, in sympathy with the doctrine that courses of study and outlines should be constructed to fit the present and future needs of the community in which the school is located. The wide-awake college will have no difficulty in adjusting itself to a wide-awake system of high schools.—Geo. B. Aiton, Minnesota.

Broader Use of School Buildings

By WILLIAM L. PIEPLOW, Member Milwaukee Board of School Directors

No feature of recent educational development is of more genuine interest than the movement for a broader use of public school buildings. The main objects to be achieved thereby, as I view it, are to continue education in adult life, to encourage culture, to develop social life, and to foster general improvement in the interest of all the people. Evening schools, free lectures, social and recreational centers and opening of school buildings to the use of citizens for purely civic purposes, are manifest demands on the part of the people for these vital essentials of human life.

This spirit of self-improvement is no doubt fostered by the fact that the schoolhouse is the big central fact in our American life. Nowhere in the world are such sums spent on public school buildings and equipment as in the United States, and here, if anywhere, the schoolhouse should have the largest sphere of usefulness.

There seems to be a growing sentiment that it is a mistake to close the schoolhouse door upon the boy as soon as he leaves the school. In a monograph published by the Bureau of Education, Edward L. Thorndyke, professor of educational psychology at Columbia university, makes the startling statement, based upon official data gathered with reference to New England cities of 25,000 or more inhabitants, that out of 100 average pupils who entered public schools, 90 finished the fourth year, 81 the fifth year, 68 the sixth year, 54 the seventh year, 40 the eighth year, 27 the first year of high school, 17 the second year of high school, 12 the third year, and only 8 the fourth year of high school.

Thus only 40 per cent. of those who entered school finished the eighth grade and only 8 per cent. went through high school. These figures, being true of New England cities, must be approximately true of other sections of the United States.

Evening Schools.

The evening school has, therefore, become to be recognized as a legitimate, permanent and necessary part of our public school system. The evening school makes provision for those who, having quit systematic study during the day, wish to make the best use of the leisure time left after their day's work. The evening school also makes provision for those who, being of foreign birth, seek to study our language and learn about our government. The course of study for the evening schools must, consequently, seek to meet the needs of those attending. There is a very wide field for the possible usefulness of the evening schools, covering not only elementary and secondary instruction, but also giving direction in domestic science and industrial work.

Various types of evening schools, such as trade schools, industrial schools, technical high schools, high schools and elementary schools, have come into existence because of these desires and demands.

The Springfield, Massachusetts, Evening School of Trades aims to meet the needs of the semi-skilled employes in the shops. The instruction is divided into the following departments: Mechanical drawing, machine shop practice and tool making, plumbing, wood turning and pattern making, shop mathematics and electricity.

The Cleveland Technical High School in its evening course offers, besides the usual subjects, instruction in foundry practice, sheet metal work, book-binding, pottery, leather work, water color rendering and art metal work. Women also attend this school and there are

classes for them in plain, hand and machine sewing, millinery, art needlework, plain and fancy cookery, table service and laundry practice.

The distinction made in the aims of the Buffalo Technical Evening High school is that it is not a place for learning the "manual parts" of a trade, although some hand work is done. In this school by far the larger part of the instruction is devoted to drawing and the "mathematical, physical, chemical and mechanical principles which are incidental to the different trades." New subjects given at this school are architectural drawing and designing, sheet metal draughting, machine designing, plane surveying, and gas engineering as applied to automobiles and motor boats. Nineteen courses in all are offered.

Coming to the type of the evening high school we find, in Newark, instruction offered not only in mathematics, English, Latin, the modern languages, science, bookkeeping, stenography and typewriting, but also in such manual subjects as drawing, shop work, cooking, sewing, millinery, nursing and art needlework. The Cincinnati High School likewise gives its night pupils carpentry, cabinet making and mechanical drawing, and has one avowed trade class in pattern making which is attended by apprentices in that craft. Stenciling, leather tooling and china painting are given in the Lowell, Massachusetts, High School. As a rule, however, the industrial courses found in these schools are of the sort afforded by manual training shops, and are better suited to the needs of amateurs than mechanics already engaged in the trades.

The kinds of instruction given in the evening elementary schools are well illustrated by the curriculum of Buffalo. The course in this school contains the following subjects: Reading, writing, spelling, English language, geography, arithmetic, American history and civics, bookkeeping, typewriting, stenography, domestic science, dressmaking, millinery, mechanical drawing, carpentry and English for foreigners.

In addition to the instruction in English, the program for the advanced pupils in the New York evening schools also provides for lectures once a week, from the principals or other competent persons, upon such subjects as citizenship and its duties, naturalization, the municipal government, the prevention of disease, the lives of great men, and the significance of the national holidays.

There are other types of schools besides the well-defined types which have been described, giving opportunities of various sorts during the evenings in public school buildings. Thus in several of the Boston evening schools there have been popular classes in salesmanship. The gymnasiums of a high school and two intermediate schools in Cincinnati are used on alternate evenings by classes of men and women who are instructed by competent physical training teachers. In this city a chorus is conducted also by the supervisor of music in an auditorium of one of the schools.

Free Lectures.

The duty of the state to educate its people is manifest, and the municipalities cannot escape their responsibilities. It is true that, in the years gone by, it has seemed sufficient to provide free schools only for the children, but it is beginning to dawn upon all of us that the adults have also a claim to be considered. If education means the safety of the state, then it follows that the proper training of the adult will bring about better conditions. Various American cities besides maintaining the even-

ing schools, through free lectures given under the auspices of their boards of education are attempting to instruct the adult. These free lectures cover history and travel, political economy, physics, literature, music, health, poetry, municipal and commercial progress, art, astronomy, etc., all of which are handled by lecturers who are competent, and who illustrate many of their talks with lantern slides and experiments. These lectures are made very instructive and usually give entertainment besides. The foreigner who comes to us may, through lectures especially arranged for him, become quickly acquainted with our institutions, and rapidly learn to understand the spirit and practice of our government.

By a thorough organization and systematization of the lectures they can be made to mean much in the moral uplift, intellectual advancement and the education of the adult population of a city or of a small community.

Social and Recreational Centers.

During recent years a number of American cities—New York, Boston, Chicago, Cincinnati, Columbus, Milwaukee, Rochester, Philadelphia, Pittsburgh, Pueblo—have been devoting serious attention to the advisability of making comprehensive plans for their civic betterment and development. The so-called social and recreational centers have been evolved.

Of a very different nature from the evening school or free lectures are the social and recreational centers. While the purpose of these centers is primarily also educational, it is along entirely different lines of conduct. The schoolhouse is utilized for the pleasure and profit of the people of the neighborhood with a view of broadening and elevating their social life. Debates, literary programs, dramatic exercises, concerts, lectures, library books, educational games, play-games, physical training, basketry, sewing and dressmaking, classes in music, both instrumental and vocal, offer all possible incentive for individual advancement.

The social and recreational centers have been called into existence by existing social conditions that prevail in most of the neighborhoods of a city. They are not a passing fad, but have come to stay.

Opening the Schools for Civic Purposes.

Our welfare demands that those who enjoy the exercise of the franchise be well informed upon the economic, industrial and political questions of the day.

In the process of citizen-building the public schools play the most important part. They contain the very essence of true Americanism; they inculcate ideas of republican citizenship and they fit the youth for the duties which will devolve upon them as they take their places in the pursuits of active life.

Why, then, deny the use of the public schoolhouse as a meeting place where civic questions can be explained and discussed? Why prohibit the holding of meetings whose object shall be the gaining of information upon public questions by listening to public speakers and by public readings and discussions? The existence and perpetuation of American institutions depend upon the intelligence as well as the integrity of citizenship. The schoolhouse is ideally the place for meetings of citizens to discuss public questions, barring, of course, purely partisan and religious meetings.

There are many problems and questions of vital importance to municipalities upon which most citizens need fuller enlightenment. The proper settlement of these problems and the correct solution of these questions depend upon the

general dissemination of information and sound knowledge among the people, and they can become best informed if they hear opposing views at the same meeting. The propagandist presents only one side of a question and is given to exaggerations and careless statements that would be readily exposed in debate. By the gathering of citizens for the discussion of civic matters, a tremendous amount of good can be accomplished. Aside from the information disseminated at such meetings it promotes community solidarity. It gives opportunity for the planning of the common good and cannot fail to develop a larger life for all.

Vacation School and Playgrounds.

In discussing this question of a broader use of public school buildings, the vacation school and playground also present themselves.

The public schools proper provide discipline, insure regular habits, compel industry, allure to learning, for ten months in the year, and then turn the children loose during the hottest months of the year upon their own resources. People in general are coming to regard the long vacation in cities as productive of much harm. The crowded districts are poor places for idle boys or girls. Police records show that juvenile arrests increase in alarming proportion during the summer.

The object of the vacation school is to protect the exposed children from the destructive infection of evil associations and enforced idleness. It affords an outlet for untrained energies along the lines of useful occupations, wise instruction and innocent recreation. It teaches law and order without the burdensome discipline and hurried pressure of the ordinary school. It involves that form of recreation which works itself out in improved disposition and increased power of observation and application. It cares for the uplifting of the child whose lot is cast in untoward conditions, and it relieves overburdened, tired mothers of their strain.

The instruction given in the vacation school should be such as will occupy the body lightly but usefully, and the mind still more lightly but with profit. Every hour a child spends in developing constructive skill is a positive contribution to its health, usefulness and happiness. The vacation school can be made a means to do much in this direction.

The topic of vacation schools very naturally leads one to consider the important question of playgrounds. The modern city child has lost his most precious birthright—the backyard and the pasture on the hillside. Lawns and flowers have taken the place of "our yard," with its brick-bats and barrels and boards and all its

superb possibilities for play and empire building.

We cannot grow two crops on the same soil at the same time, and either the grass or the children must go. No place for play—no place for the child. At the same time we have made the streets more impossible as playgrounds than ever. A generation ago children could play on them in safety all day long, but now, with street car tracks down the middle, delivery wagons along both curbs, and automobiles all over the roadway, they are about as suitable as a play-place as the track of a trunk line railway. Not only has the child lost the backyard and the street as a place to grow up in, but he has lost the small shop as well; the work that was done by the local carpenter, the blacksmith, the tinsmith, the wheelwright, the weaver at his house loom, the boat builder. These primarily individual pursuits are now taken over by the huge factory, where the child is neither admitted nor wanted, except as a laborer before his time. The change has come so gradually that we are hardly conscious of it.

In our cities and towns, therefore, we must make definite plans for playgrounds. The ideal location for playgrounds is adjacent to the public schools. The playground when established

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Some Essentials in a School Charter

By JACQUES W. REDWAY, F. R. G. S., Member of School Board, Mount Vernon, N. Y.

The recent affair of the school charter of New York City has called public attention to the school charter in general more forcibly than could have been done in any other manner. The serious fault about the New York charter was not the question of a paid board of education. There are paid education boards that are good, indifferent and bad; there are unpaid boards that are also good, indifferent and bad. The proposed charter was thoroughly bad not because it provided a paid school board, but because it deprived a board of education of financial independence and independence of administration.

The very first essential of a good and effective school charter is the power by which the board of education fixes the sum required for the administration of its schools. In this work it must be unhampered. It is only fair, however, that the mayor should have the right to veto any item that does not affect teachers' salaries, which are subject to contract or sums specifically designated for the repairs of school properties.

The charter should give to the board of education full power to call elections to decide upon the issue of bonds for school buildings and school grounds. It should also give to the board of education the power to issue bonds, with the consent of the mayor or city council, for the replacement of a school building destroyed "by act of Providence."

The charter ought also to empower the board of education to cause the abatement of any nuisances that are a menace to the peace and safety of children at school or on their way to and from school.

The charter should give the board of education full powers within the state code over the medical inspection of the schools, authorizing the employment of a school physician and trained nurses.

A charter may contain many other useful provisions, but the foregoing are essential to an effective school system. It is wise, on the whole, to define the powers of the board of education, but in most states, these are defined pretty closely by the school law of the state; in

New York all schools are state schools and school boards have but little power except that which is designated by the state over the academic work of the schools.

Of all the foregoing provisions the first named is by far the most important. No economic enterprise can succeed, if not financially independent; much less can a school system succeed when its operation depends on the whims of a board of aldermen. There is a sort of ingrained belief that a school board member is not to be trusted with an enterprise that requires wisdom and experience; an alderman, however, is so spotlessly white that an Easter lily looks like coal tar in comparison.

With financial independence even a school board of mediocre ability may conduct excellent schools; without it the most competent board will not be able to carry on a school system that is effective. Without the power to fix its own budget, the next best provision is a minimum amount per pupil, below which the reviewing authorities may not go. In several school charters of New York state there is a provision that the amount required for teachers' salaries shall not be cut; and the provision is an excellent one.

Except to replace a building destroyed by "act of Providence" it is not necessary that a school board should have the power to issue bonds to provide for a new building. Even under such circumstances it is rarely necessary. If the issue of the bonds is to be approved by the mayor of the city, or by a board of estimate, or by a village council, such action may be obtained with but little delay. The principle of requiring a bond issue to be submitted to a popular election, in the case of the erection of school buildings and the purchase of sites, is a good one.

The school authorities should have the power to require and compel the abatement of nuisances that are a menace to schools and evils that might interfere with the peace and safety of pupils on the way between school and home. By virtue of such a provision the city of Mount Vernon was able to control dangerous blasting in the vicinity of a school building; for want of it the school authorities of San Francisco

for several months were unable to close an evil resort facing one of the large public schools.

Long experience has shown that the medical inspection of schools is most efficient when in the control of the school authorities. Such a system of inspection should include all defects that may interfere with the progress of pupils, as well as the discovery of infectious and contagious diseases. A trained nurse can do much of the work that is required of a physician, and in many cases, can accomplish it better. The best work of the inspecting physician is the discovery and diagnosis of incipient conditions that lead to disease or impairment, and the conference with parents which will lead to the proper treatment of such cases. School medical inspection need not and should not supersede the inspection by the board of health. Nominally it will relieve the health officers of a considerable work they should not be called on to do.

The necessity for special classes that will take care of pupils who do not "grade" well is becoming more apparent every year. They are children who require individual instruction—not the "toughs"—and moral delinquents. Every 2,000 or 3,000 pupils includes enough of such children to make a special class. The state requires the training and education of all children—not those merely who are treated as "average products."

The chief menace to safety is not the class of children who are already diseased, but those who are anaemic and physically below normal development. These are the children from whom the army of consumptives is recruited. They are the victims of malnutrition—in many instances of congenital syphilis. It is not necessary to give reasons why they should not mix freely with other pupils. Their treatment demands the open-air class and at least one nourishing meal a day. And the school charter should give the school board full power to establish and maintain such classes. It is more economical to maintain open-air classes for anaemic children than to support hospitals for patients in the advanced stages of tuberculosis.

HIGHER SALARIES FOR MEN TEACHERS—NOT EQUAL PAY

By WILLIAM LYNDON HESS, Newark, N. J.

The writer of this article begs to acknowledge that he is "mere" man; that he is a married one; that he is an admirer of the "womanly" woman; that he thinks the present salaries of teachers too low; that he is a firm believer in the "square deal"; that he claims no great superior intelligence, but claims that he is a normal and rational being; and that he is a teacher of more than nine years' experience, who is in the profession because he loves it, and who hopes to continue in it in spite of the fact that he expects for sometime to receive just the same salary as his sister teachers receive. Facts are going to be presented as a result of a recent discussion participated in by the writer in which he tried to hold the fort standing nine to one.

It would be foolish to maintain that men are all along the line superior as teachers to women, or that women are all along the line superior to men. There are many men who are much better teachers than many women, and, on the other hand, there are likewise many women who are much better teachers than many men. Still it cannot be disputed that there are grades, classes, and offices in which men are better; i. e., give greater efficiency, and there are grades, classes, and offices in which women are better. But that necessary admission has nothing at all to do with the question of equal pay for equal work, because equal work does not imply better work.

Equal pay for equal work is a false slogan, unless by equal work is meant teaching the same number of lessons or classes and making out the same number of reports and statistics for those higher up in the system. If that is what is meant by equal work, then, of course, it shall be admitted that such work done by a man and a woman should receive equal pay.

But equal work means no such thing. Work is an operation, an act which has an effect; it is a direct and positive exertion of strength, with emphasis on strength. In fact, to be clear, there is no such thing as equal work on the part of man and woman. Work is measured by results, broad and practical results, not the mere promoting of children to another grade, class or school, not the mere pouring in of knowledge, however well the pouring in is done. Work is not measured by processes, although work itself is a great process; it is measured by the product. If work is measured by what it is not, as many women teachers would have the public believe, viz.: by processes, why on every hand is the cry today: "The schools are over-feminized, and are turning out an effeminate product, not a virile product, as they should?" If women are so superior as teachers, as so many claim, and their influence on boys as well as girls is so much better than the influence wielded by men teachers, why is it that our boys and girls are no better boys and girls than they were long, long ago? And why is it that there is a greater demand for men teachers? Why is it that more men sit today in our public conveyances and more women stand? Are all of these questions to be answered by saying that times have changed, or the home is to blame, or the other professions are overcrowded and men are asked to take up teaching?

A woman teacher in the seventh grade may hear exactly the same number of recitations that a man teacher in the same grade may hear; she may and does have the same number of reports to make out as he; but her work is not equal to his. It can not be, as she is a woman and he is

a man. Man and woman are constitutionally or physically different; woman is inherently weaker than man; hence, her work is not equal to man's. There is not the energy in a woman's work that there is in a man. Woman herself has acknowledged since time began in the Garden that she is the weaker vessel, and yet today in the same breath the woman teacher claims that her work is equal to a man's work, therefore she knows that she should receive the same pay as the man gets.

Is it not true, very and too true, that women leave school and return the following day with a sigh, claiming that they are tired? Do many of the few men teachers do that? No, their capacity is greater; they have greater endurance. Men are more forceful than women. Have not they been the educational reformers? Look at Comenius, Pestalozzi, Herbart, and all the rest. Their courage and determination are greater. They are natural leaders not because they have been from the first, but because God made them so.

Men are not sentimentalists. Because their duty is so and so, they do not parade on that. Many men today are supporting dependent fathers and mothers and brothers and sisters, and they are saying nothing about it even when in addition they have their own family to support. They claim their wages by what they do and are capable of doing because they are men, and not by what it is their duty to do because circumstances force them to do their duty. A woman teacher who has to support a dependent is only doing her duty and obeying the Golden Rule, and she has no right to advance that as a reason for receiving as much pay as a man teacher.

Who have the most headaches, men or women? Who are the greater slaves of fashion, men or women? Who have the chance to marry and rear families, and more often do not, men or women? Who go into the teaching profession because they hate housework, men or women? Who become teachers because they think it a more dignified calling than stenography or merchandising, men or women? Men who become permanent teachers do so because of a genuine liking for the profession, in spite of the fact that they must submit to a meagre wage as compared with what their lawyer or doctor or business friend receives, and a wage, too, equal to that received by their weaker, but albeit, lovelier, co-workers, women.

Woman cries, "Oh, man, how conceited you are, enumerating as you do your virtues in such a bald way!"

"No, woman," man replies, "I am not conceited, neither are you when you enumerate your virtues as you so often do, and I acknowledge them only too gladly; I am only repeating history which teaches and preaches facts that can not be disputed."

Let us now look at equal pay from another viewpoint. Let us place equal pay on an economic basis, and prove the case again. Economic? Why use such a technical term? What do you really mean by it?

The salary question is one involving bread and butter, clothing, competition, independence, betterment of one's self and one's fellows; it is in short a question of demand and supply; hence, it is economic. Salaries should be raised among teachers, and, in the raising, men's salaries should of dire necessity be somewhat larger than women's. They command and demand more money. "Productive industry is now organized on the assumption that women's work is to receive less compensation than

men's;" so says Professor Aaron L. Chapin. Professor Francis A. Walker says: "It is the value of the product, such as it is likely to prove, which determines the amount of the wages that can be paid. Thus, it is production, not capital, which furnishes the motive for employment and the measure of wages." Men produce more, therefore they command a higher wage, or salary, than women.

In these days of hustle and bustle, when men have to answer so many calls upon their financial resources, more than a mere pittance which used to be sufficient to meet demands is required. Much more is expected and demanded of men in many ways than there is of women, and, in consequence, their supply is greater in order to meet the demand. We do not presume to say that women do not have many demands upon their financial resources; our contention is rather that the demands upon them are not so numerous as the demands made upon men. It is the clothing bill which is woman's largest liability, for fashion decrees that she have more changes and changes made more often than is true with man. Man's money is more in demand at every turn than is woman's, outside of the home as well as inside. Publicly he is asked for more than woman is. In church, when building funds are being raised, it is a fact which is indisputable that he is expected to subscribe more than is a woman, even though the woman receives the same salary. Sometimes, in order to advance a worthy cause in the legislature, a man has to go down into his pocket for money, not in a dishonest way, but in a perfectly legitimate way, whereas, were he a woman, not one cent would be demanded of him to help the cause along. It is a matter of public record that it is a great deal harder to get a woman to subscribe money than it is to get a man. Even for a woman's cause, men are solicited for subscriptions and it is very often that their money tides over the cause and makes the enterprise a success. In society, there are organizations for men and organizations for women, and men are expected in many instances to contribute to the support of the women's organizations as well as to the support of their own, while they do not presume to ask the women to contribute to the support of the men's organizations. The man teacher has to pay his way wherever he goes, while very often the woman teacher has hers paid for her.

Married women are in most places debarred from teaching, and they should be, it seems to many people. But are married men debarred? Most certainly they are not, or what would become of a large number of men, and the schools of many systems which are considered progressive? Yet married men who have done what the law of God requires are paid the same salary as the unmarried woman receives, and that woman smiles and nods her head very complacently, while she says, "That is right; my work is equal to his; if he does not like it, he should go into some other profession, or into business." No premium is put upon marriage in that statement, is there? But right-minded men are going to continue to marry, nevertheless, and many more than heretofore are going into the honorable profession of teaching as soon as they find out that they are going to be recognized as men by our legislators.

So many women cry against men receiving more salary than they receive, and stop there; but, when salary increase is advocated, these same women are not so enthusiastic about rewarding merit in the increase. When a teach-

ers' retirement fund is organized and certain laws are passed by the legislature for the regulation of membership and dues, how many women teachers do we hear say that they do not wish to join, when it is their option to do so, because they do not expect to teach long enough to receive any benefit from the fund? They fail to live up to their duty of helping others who have made teaching their life-work. Are there not teachers' associations the dues of which are greater for men than they are for women? Yes, and one of them is the New Jersey State Teachers' Association, in which the dues are one dollar for men and fifty cents for women. Are the women responsible for that discrimination?

History of Education cites that men were

teachers outside of the home before women, so it looks as though men are adapted to training both the mind and the heart. In our city schools especially men are in greater demand today than they have ever before been, and in New York City in particular they are being demanded as low down as the fifth grade. That is a very hopeful sign in a city that has become notorious for its victory in the "equal pay for equal work" campaign. It certainly looks as though some day the cry of reason will be heard there again, and men will be paid a higher salary than women. The women of New York City waged their campaign for several years, and it was not until they resorted to political methods which cast no credit upon them that they finally won their case. A reaction will fol-

low, when the men instead of being in the minority will be at least strong enough in numbers to make it positive that men are entitled to a salary higher than that which should be paid to women.

President Emeritus Eliot is strong in the opinion that men are by inherent right entitled to more pay than women, and he calls the opposite sentimental view "silly." He is backed by tradition and common sense. Until the time comes when men teachers are paid a higher salary than women, and more men are in consequence recruited into the service of education, we can expect to hear the present day cry that the public schools are turning out an effeminate product; that is, that the schools are over-feminized.

PROBLEMS OF ADMINISTRATION

By BURTON H. ALBEE, Ex-Member Board of Education, Hackensack, New Jersey

Probably one of the most troublesome problems of administration to solve is the relation of the board of education to the teachers. There are two ways of looking at this problem and upon the viewpoint of the board will depend, in large degree, the efficiency of the staff of teachers.

Some members of boards are under the impression that they should come in direct contact with the teachers. They think they should outline the work they do and should, in a measure, control directly the operations of the schools.

Other boards take the opposite view and realize that there should be an executive head to the system who can direct the teachers in what they do, who should have supervision over all the work of the schools and report only results.

Schools may be successful under both systems. Indeed, there are occasions when one or the other system is desirable, when it is better for boards to have supervision of the schools themselves. They may be competent, perhaps, under certain conditions to perform this part of the school work, but as a rule their activities should be limited to the legislative department and they should have charge only of those details which have to do with administering the schools.

The modern way is that the school have a superintendent, an executive head who is an expert in that department. The schools have become so complicated that the best educators are agreed upon the proposition that it is impossible to perform the best work without some head and it is generally conceded that the average school board is not competent to interfere. Indeed, in the vast majority of instances where school boards interfere there is trouble. They mar a good deal more than they make, a proposition which is coming to be understood almost everywhere.

The only localities where a modification of this system is desirable is in those small places where it is impossible to employ a superintendent. But even there the difficulty is being overcome by dividing counties into union districts, and employing a superintendent for a district instead of a single town or village.

The great present necessity of the schools is trained supervision. There is no question in the minds of experienced school men about this point. Trained supervision will do much to strengthen the weak school; it is the salvation of the mediocre teacher who is striving to improve the great force that is unifying American schools.

Without wishing to disparage members of boards of education it is but just to say that with the exception of one man in ten thousand none of them are capable of supervising the schools. They are not trained, and they can

no more perform the duties of a supervisory position than they could build a house without learning the builder's trade. Like everything else, school supervision is a distinct calling which requires to be learned and unless a man has given years to a study of the problems encountered and has been trained by practical experience he is unfit to direct a school system. No one can question this. The fact is so self-evident that everyone knows it and understands it if he but stops to consider for a moment.

How close should be the contact of the board with the teachers? That is rather more difficult to answer than the other proposition. Where there is a superintendent, it would be better if the board did not come into too close contact with the teachers. When it does, breaches of discipline are liable to occur, for unless the members are well guarded and have a thorough appreciation of their functions, they are apt to overstep their powers and the board permit the teachers to do things which the superintendent will not care to have done. And then there will be trouble. It is well to know the teachers and to listen to what they have to say, but all matters which have to do with the conduct of the schools must be referred directly to the superintendent. And the teachers should understand that this is to be the case.

But the danger of too close contact is very remote. In most larger towns the members of boards do not know the teachers, much less are they upon sufficiently close terms to allow the teachers to come to them with their grievances or with suggestions for changes about the schools. Upon the whole, this is a fortunate condition. Were it otherwise, all sorts of queer theories and all manner of strange operations would creep in. One would suggest one thing. Another would demand something else and shortly the system would be a series of grafted additions, which would look like the unsightly excrescences upon a tree; and the entire schools would be impaired. Efficiency is generally the result of concentration. The regular curriculum contains enough difficulties without assuming any more. Simplicity should be cultivated rather than the extravagant ideas which are not uncommon in practically all schools.

If a teacher has any suggestion to offer let it be presented to the superintendent through the principal under whom he or she is employed. Then it will receive its due attention. The principal and the superintendent are trained in the business of the schools and understand whether any suggestion is practicable or not. If it is meritorious they can present it to the board with recommendations. The system will thus receive the benefit of any new idea which a teacher may have and runs no risk of partial demoralization by grafting upon it things

which may be entirely out of harmony with the general scheme. In other words, let the executive department attend to the requirements of the case and the board attend to its own duties of legislation.

Another feature of too close acquaintance of the boards with the teachers is the danger of "tattling." Teachers are but human and if they become too friendly they are quite likely to call attention to peculiarities in this or that teacher and gradually the member of the board who hears the tale becomes influenced and trouble ensues.

An instance of this sort occurs to the writer: There was a board member in a certain town who was conscientious in his work and really believed the schools should be properly administered. But because of his friendliness with one or two teachers he was everlastingly hearing little things about this or that one which caused more or less trouble. It kept him in difficulty, at any rate, because he really believed that some of the teachers were not doing their duty and that others were endeavoring to harm the schools by engaging in harmful practices. It looked rather dubious for the schools for a time since this member had about determined to run amuck and as he termed it, "smash things." Fortunately there was a change before the "smashing" operation began. It was decided that there should be a change in the administrative department and the member in question subsided.

Afterward another member investigated the matter a bit and learned that the whole trouble began and ended in gossip. There was really no basis for the story told and the undermining operation was wholly a figment of the imagination. Many other dangerous occasions of this character constantly arise in school work and it requires level-headed supervision to save a crash. Hence the necessity of having a superintendent who knows what should be done and allowing him to go ahead and do it. Hold him responsible for results. See that he maintains a high degree of efficiency, but do not devote your time to trying to show him how the work should be done.

Those who have had practical experience in the administration of school matters, where the teachers and the members of the board come in direct personal contact, understand how disagreeable it is. One case comes to mind now where the members of a board never had an hour to themselves. Teachers would call them away from the dinner table at night to talk over some real or fancied grievance or to present some new scheme in teaching that might or might not work well in an already overloaded curriculum. The telephones were busy at all times and there was much disturbance around the homes of all members of the board.

A superintendent was employed and all that ceased. He was in the schools every day and understood what was being done and what could be done. It did the teachers no good to go to him with a grievance which was fancied. He understood the situation and could correct the evil, whatever it was, without creating any disturbance. Indeed, aside from the teacher who made the report or offered the suggestion no one else knew anything about the matter. Consequently it was made a part of the work, if accepted, without friction, or it was rejected and the teacher who offered it was told why without any other knowing of it.

When the teacher is obliged to come in direct contact with the members of the board difficulty is certain to arise through all these channels and many more. Jealousy on the part of teachers is a prolific source of complaint. If one teacher is seen to be friendly with a director while another is not, the latter immediately conjures up a large amount of unwise, unnecessary and altogether incorrect suppositions. The result is always inimical to the best interests of the schools and will end in much harm.

These incorrect suspicions, born of a taint of jealousy, or a feeling that perhaps some teacher is being promoted faster or is having her salary raised oftener, are sure to bring about friction which is harmful. Indeed, it would be hard to conceive anything more disturbing. The situation will be complicated if there are several members of the board who are friendly with teachers, each one with a different circle. The effect under such circumstances cannot be adequately explained.

These arguments do not mean that teachers should not know the members of the board; neither does it mean that the latter should not be on friendly terms with the former. Quite the contrary, but it does mean that anything approaching intimacy is distasteful and quite likely to be harmful.

The experience of a young and enthusiastic member of a board of education is suggested. After his election he thought it would be well for him to know the teachers in his town. Accordingly, he and his excellent wife began by inviting a few of them to dinner. Before they got through the list it had made them much work, but the worst feature of it was that those who were last to be entertained felt hurt because they were not first.

Further, they immediately thought that these invitations gave them entree to the board member's home under any and all circumstances, and many of them went there and poured their grievances into the ears of the wife until she was nearly frantic. The gentleman got them second-hand, colored, perhaps, by sympathy, and the result was nearly disastrous for him. After that he cut off all social intercourse and limited his attentions to formal receptions where all the teachers were met simultaneously.

Sociability between the different departments of an educational system is desirable. But the experience of those members of boards in various places who have made experiments of this character always have been that receptions which are strictly formal are more to be desired than the home meetings where formality is left outside and the individuals composing the party feel at liberty to say what they choose regarding persons and activities. It has been discovered by more than one person that the formality which seems so chilly to some is a safeguard which it is unwise to overthrow.

Undoubtedly it is better to remember that the superintendent, the executive head, may already know everything connected with an incident which a teacher may report, and will handle it in the right way. If the board member undertakes to adjust it he will become entangled and will cause much more damage than he



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averts. The superintendent is the man to be charged with settling all difficulties. Unless he is, the petty happenings will be magnified instead of being settled and there will be continuous and ever increasing trouble.

Some members have a faculty for getting into difficulty which seems to be a misfortune. No one knows whether he has that trait or not until some occasion arises to prove it. When trouble comes then he meets it more than half-way and the resulting clamor will demoralize the best organization ever devised.

The board should attend to its duties of administration. There is plenty to do in that without going out of one's way to seek something which does not concern him. There is plenty in the regular work of the board to take up all the time of the members without resorting to the questionable tactics of listening to what teachers have to say about this or that subject, probably wholly foreign, or only partly understood. In rendering a decision under such circumstances it is almost certain to be wrong.

The members of the board should visit the schools and become thoroughly acquainted with the work which is being conducted in the various grades and with the work of individual teachers so far as possible; but they should acquire this knowledge in the schools, where they can see what is actually being done, not in their homes, from the lips of teachers who may have a method which will revolutionize teaching, or are offering criticisms.

First-hand knowledge is essential in all the operations of life. Nowhere more so than in and about the schools. But no member of a board, no matter how astute he may be, can acquire first-hand information without actually investigating. No member, no matter how carefully he may listen to what this or that teacher has to say, can understand the situation described until he has seen it. First-hand knowledge is essential and it must be acquired by contact with the schools, not with the teachers alone.

It is recommended after some years of experience, that the board members keep in close touch with the schools, that is, with the schools when they are in session, and the required work is going on. The superintendent may think that everything is moving on correctly and the progress made is quite up to the highest possible standard of efficiency, but a member of the board may see some change which might be made that would benefit everyone. This he can

suggest to the superintendent and the matter can be arranged without friction and without further ado.

A good degree of tact, a wide knowledge of human nature and a determination not to be swayed by what this or that one may say, are essential characteristics of the successful member of a board of education. If he confines his acquaintance with the teachers to their work in the schools he will be in a position to perform more good than he could in any other way. The proper course to pursue is obvious. In the degree that the course here outlined is pursued will the schools benefit.

A PLEA FOR TEACHERS' SALARIES.

"There is among men no higher calling than that of the teacher. In character, in devotion to duty, in willingness to serve, teachers, as a class, are the leaders among men. Their work is the building of character. In their hands, to a greater extent than in the hand of any other class of persons, lies the destiny of nations. And when men shall think as much of the proper training of their children as they do of the raising of their cattle and of the safety and increase of their property, teachers will be paid higher salaries, more commensurate with the responsibility and grandeur of their calling. In the meantime, genuine teachers will go on doing as they have done—literally giving themselves to their work because their hearts are in it. Their great compensation now is in the enjoyment they get out of their work, their salaries enabling them, by dint of rigid economy, to purchase hardly more than the necessities of a physical existence.

"But there is one phase of this question to which I wish to refer. There is a tendency among school boards, usually made up of business men, to look upon a school system as similar to a business organization and to regard the employes of the board as similar to the employes of the business concern. I wish to protest against this tendency.

"Now, in a large concern the employes have vastly different responsibilities and abilities which are recognized by great differences in salaries paid. The administrative officers frequently get princely salaries, while many of the workers receive barely living wages. Further, it is generally a fact that most of the employes are engaged because of the physical service they render. In other words, their work is mechanical, that of a machine. The brains of the whole concern are at the head; the other employes are, regrettably, only cogs in a system of wheels—a part of a machine. The success or failure of the institution depends upon the management of the officials. This fact is recognized in the salary scale.

"Now, the employes in a school system are not placed in positions similar to those of the business organization. There is, to be sure, an intelligent, capable superintendent at the head who has good executive ability. But a school board that does not fill every position of teacher with an intelligent, capable person also of good executive ability is failing in its duty. Every successful teacher in charge of a room of school children has executive ability of a high order. This kind of ability is just as necessary a possession of the girl who succeeds in the primary department as it is of the superintendent at the head. Furthermore, this girl must also have that quality that is more rare than executive ability—the quality to impart, to inspire, to teach. And I assert, further, that no employe of the school board is called upon to work harder, to spend more vital energy than the girl in question. It is farthest from my thoughts to intimate that the superintendent is paid too much, but I do assert that the worthy teacher, whom time and trial have pronounced good, is paid too little.

"The superintendent meets with the board and becomes more or less intimately acquainted with each member. And the board members become acquainted with the superintendent. They find him to be a fine fellow, one of the highest type of men. He is apt, clear-headed, sound

(Concluded on page 19)

The Proper Relation of the American High School to the American University

By HON. ARTHUR LEFEVRE, Austin, Tex.



The main desideratum for a useful consideration of any practical question is a distinct separation of the essential principles that must underlie any wise conclusion, from those subordinate details which are in their nature either of transitory import or of dubious effect. The most injurious mistakes made by mankind proceed from the common failure to attain such clarity of reasoning in the popular consideration of plans for social action. This fact is not merely the consequence of the infinite complexity of every concrete problem of social welfare, but it is also the result of an interference by the passions, which are always involved, and generally illogically involved in every matter requiring sustained co-operation.

For instance, whatever the proper social relations of men and women may be, there should be no war of sex against sex and by imagining that there is or ought to be such antagonism, some women are bringing hardships upon us all.

Whatever the proper relation of the American high school to the American university may be, it is certain that the men who are clamoring about antagonistic purposes or interests are darkening counsel. It is undoubtedly true that some damage, along with mutual services, has come from each side to the other, but there is no conflict of genuine interests.

University Regulations.

The most conspicuous mistake that has been made by the higher institutions is but one of innumerable manifestations of an idea by which the American people have been beset for the last decade,—an obsession that has led to intemperate legislation in many different spheres. No one is so active as a zealous innovator, none so prone to enforce by law-making power (whether that power be legitimate or usurped) any notion of virtue or expediency that may take possession of an undisciplined mind. Such men have of late years exercised an abnormal influence in the off-hand faculty debates wherein such matters are wont to be determined by our universities. Thus, partly from inadvertence, partly from the tendency to attempt to get by force of law results unattainable by such means (which has spread like an insidious disease even to some minds of the better sort) many universities have imposed ill-considered regulations upon secondary schools.

A point to bear in mind, however, is, that we have herein not at all something done at the expense of the high schools for the good of the universities, as some are exclaiming; but that, on the contrary, all true interests of the universities suffer more from these mistakes than do the high schools. While the high schools may well lift aloud the voice of protest against some injurious restrictions forcibly imposed upon them, they are in a position to make the retort: "Daughters of Jerusalem, weep not over me; but weep for yourselves, and for your children."

The important characteristics of the abuse of power we are considering are the absence of evil intention, its accidental nature, and the ease with which it could be corrected. It is only necessary for the universities to recognize that they ought not to dictate beyond minimum requirements for profitable attendance in the first courses of study offered by them. They may and ought to give advice far beyond their peremptory requirements; but it is neither possible nor desirable for them to inspect authorita-

tively everything that an affiliated high school undertakes to do.

Advice vs. Regulation.

Within the sphere of legitimate demands for admission to college, it would be well to establish more thoroughly the authority of the university, but the attempt to spread authority over everything and for all purposes weakens it where it is legitimate and would be beneficial.

The universities should thank their stars that the burden and responsibility of legislating for the general good of the high schools (as distinguished from the legitimate requirements I have mentioned) does not rest upon them. On the other hand, I would have the universities become far more sensible of their true responsibility for wise counsel, in this and in many other spheres.

A good basis for the development of the proper relation between secondary schools and colleges would be provided by two easy reforms, to-wit: the repeal of supererogatory regulations, and recognition of the fact that advice is better not given unless it be wise advice.

If these remarks were left entirely without concrete illustration, it is probable that their true bearings might not be understood by some. For that reason I cite two examples:

One of the largest universities in the United States (not a state university) has undertaken the direct government (except for "independent business management," which is solemnly permitted) of "all academies and other secondary schools" that aspire to be "affiliated." Only those schools are admitted to that high adoption which place themselves "under the advisory management of the university in respect to faculties, curriculum and educational methods." The usual relation of "inspecting" everything and "recognizing" or not recognizing, is also maintained with other schools, which is designated by the term "co-operation;" but this term, all are advised, is to be "carefully distinguished from 'affiliation.'" To such an extreme, in its zeal to be "doing things," has one department of the "science and art of education" precipitated its university.

English Credits.

Another institution (a state university) promulgated last year the requirement that for full credit in the subject of English, "at least one-fourth of the pupil's school work, in each year of a four-years' high school course, must be done in English." Some other colleges may have made the same law, but as far as I know this particular fatuity is unique. It has, also, been quietly revoked after protest from high school men; nevertheless it aptly illustrates the sort of thing that the mistaken attitude I am indicating is likely to cause a university to stumble into.

The entire limits of this paper would not be sufficient to point out all the objections, fundamental and incidental, to this demand. Of course, the full credit in English which was conditioned on this peculiar ground was not required for admission; but the exaction was set up as a criterion for superlative approval.

It might be well, indeed, to offer different degrees of approbation or "credit" in the subjects chosen for authoritative inspection; but excellence of results is the only rational ground for the highest credit. To make the devotion of some absolute amount of time a requisite, might not

be absurd; but to demand an absolute ratio to the time devoted to all other activities, is not only preposterous in the abstract but would interfere with many desirable possibilities. For instance, a pupil who in even one of his four years had taken five studies would, under this peculiar rule, forfeit a degree of credit in English to which, by hypothesis, he would have been entitled by the amount and quality of his knowledge of English, had he not taken that fifth study.

An Unwise Demand.

Two years ago I would not have believed that such a rule could be enacted by a respectable faculty, except through inattention to a thoughtless proposal by some individual who had been intrusted with matters too wonderful for him. But I learned through experience that clear statements of objections were not only unconvincing, but apparently unintelligible to some men who are presumed experts. I may, therefore, without apology, point out several more self-evident facts: (1) It is impossible to estimate the amount of time a pupil devotes to any one study by the number of "recitations." (2) English is learned best in the school where the precepts of the English classroom are practically enforced in every other room, and through proper study of some other language. (3) If the university's influence were strong enough to excite ambition to win its maximum approval in the subject of English, some almost indispensable studies would be crowded out of reach. This would necessarily follow in the particular case referred to because of the simultaneous regulation compelling every subject to be taught every day. That is to say, five recitations a week throughout the year must be devoted to a subject, or credit for a year's study of it is refused. The whole obliquity of the proposed rule for full credit in English is not apparent until the other rule requiring five periods a week in every subject is taken into account.

The colleges of this country might be classified as to their relations with secondary schools, into those that define a "unit" of credit for admission as (1) not less than three recitations a week for a year, (2) not less than four a week, and (3) those who do not allow any elbow room at all, but require recitations every day in every subject, on pain of exacting two years' work for one year's credit. This order of 1, 2 and 3 would correspond to a decreasing comprehension of the subject matter of the legislation. Of course, I do not mean to suggest the preferability of the minimum for any subject, and certainly not for all; but latitude is needed for the very reason that different allotments ought to be made for different subjects, or for the same subject under different conditions.

Rational Examinations a Solution.

There are two ways whereby proper relations of our high schools to our universities might be established so as to safeguard legitimate requirements for entrance, and so as to set and keep the high schools free to fulfill their manifold functions:

One way is for the universities to admit through their own examinations, offering the same examination at every high school requesting it, and at their own doors—as many universities as possible adopting the same examination. This is the simplest way of avoiding the exist-

ing evils. It would be followed unless the preferable but more difficult way is cleared of present obstructions. It has proved satisfactory in England, where it has grown steadily in the esteem of all concerned.

The advantages of such a system competently administered, may be considered by reading an able discussion of the question by President Edward McQueen Gray of the University of New Mexico, issued in November, 1911, as a bulletin of that university, entitled "How the Curriculum of the Secondary Schools Might Be Reconstructed." Aside from its direct bearings, I would recommend that paper to every teacher for its exposition of the nature of a good examination. Of one thing we may be sure: the disrepute into which all examinations have fallen among the American people, is the result of the fact that most of the examinations within their experience have not had the characteristics of a good examination. As with everything else, the worth of an examination depends on its quality.

The other way is for the universities to recede from their vain attempt to control, by requirements for "recognition," everything that the high schools do. No such task is imposed upon them either by duty or necessity. On the contrary, the attempt dissipates their legitimate and much needed influence, and demoralizes the secondary schools.

Requirements with Freedom.

The universities may justly and prudently require for admission to their courses of instruction a fair quota of the proper results of what we term "formal education," sufficient discipline of mind to proceed firmly and swiftly in the new advances contemplated in the college curriculum, and in several subjects a definite minimum of accurate knowledge which is presupposed by the corresponding college courses. This they could successfully exact, and it is far more than they now get. By attending to too many things, they are missing the things most essential to their own primary responsibility, upon which even the higher developments of their great enterprises rest.

The system of inspection and affiliation, with all its alluring and noble possibilities, will survive only through genuine usefulness. And it can become genuinely useful only if the universities maintain a temperate and high-minded self-restraint. The university should offer counsel upon any subject whenever it has ripened counsel to offer; but in the matter of requirements for admission it ought to restrain itself to a demand for good quality in the results of a few studies. And that demand must leave perfectly free a considerable margin of time for such application as the individual high school may deem best.

For the marginal part of the pupil's time, the university need feel no responsible concern. There ought to be no running to the university for "recognition" of this or that vocational instruction, manual training, or exercises in physical culture. Let the high school do all this, let the university give all good advice about it that it can command; but separate such matters from university regulation.

If the university were attending directly to its own affair of entrance requirements, it would make a rational choice of subjects in which examination is advisable, in order to insure profit from the instruction offered. Nothing else needs to be or ought to be considered. Therefore the same subjects would be enough to legislate about in co-operation with affiliated schools, in order to admit their graduates without examination.

It ought to have been known in advance; but experience has demonstrated that to attempt more is to secure less.

Improvement Needed in High Schools.

I shall say little about the shortcomings or duties of the high schools because little that bears upon the special subject of this paper needs to be said. That the results of our educational activities at every stage are a mixture of good and evil, is to say no more than that those activities are social undertakings. The achievement of an individual mind and character may in rare instances approximate perfection; but no social undertaking has ever attained any such result. That secondary schools may just now be guilty of extraordinary shortcomings is merely the consequence of the extraordinary difficulties and disturbances that have beset them during recent years. Such is the point of view of every sympathetic critic, and every critic ought to be sympathetic. On the other hand, high school teachers and administrators might well take for the text of a profitable *self-examination*, Coventry Patmore's loving reproach to womankind:

"Ah! wasteful woman! * * *

How has she cheapened paradise;
How spoiled the bread and spilled the wine,
Which spent with due respective thrift
Had made brutes men and men divine."

It may be assumed, then, that there is room for infinite improvement in both ideas and execution; but improvement would naturally follow the establishment of the proper relation with the universities.

All questions could then be considered upon their merits. There would be no more bungling attempts to stretch out this and lop off that in order to make the same "unit" of each. The very men who have proved themselves such poor legislators would often be good advisers. Certain it is that the teaching of some subjects un-

der prevalent arrangements is as loose and long-drawn-out as if the main purpose were to consume time.

Subjects of study and allotments of time, best for one school, do not suit another. Vital organisms and quasi organisms, such as social institutions, have but one known way of improvement,—by spontaneous variations and the selection of the fittest. Uniformity means deterioration, and is possible only under arbitrary control.

Co-operation Needed.

The situation of the secondary schools at the present time is such that it seems to me to be of peculiar, I may say vital importance that they be set free to adjust themselves to a changing order. If the bonds are not speedily loosed, they will be burst with reactionary violence.

In the relation of seekers and givers of counsel, the high schools and universities could find safe courses of action; but there is an especial importance in the present circumstances that every law, or requirement, should be framed to allow the greatest latitude consistent with efficiency.

Let any man argue for his opinion that it is a mistake to study more than four subjects in one year, but let him not dare to enforce that opinion by an arbitrary requirement. Perhaps it may be discovered that there is no way to meet modern needs and tendencies without sacrificing paramount interests of the individual and society, except by carrying five subjects a year. But whatever experience with free variations may prove to be best, we may be sure that it is a mistake to give the same time to every subject. A clear mind would deem it very extraordinary, if it should not prove to be better to give five periods a week to some subjects, four to another, three to another, and so on. It is almost unthinkable to a disciplined mind that the same time for all could be best. It is at least an obvious fact that in some schools classes do more and better work in three periods a week, than is done in others in five; or more and better in one year than results elsewhere in two years. Let us get away from the idea that school work can be measured by the clock.

But the important thing is for the universities to get it out of their head that it is incumbent upon them to legislate on such questions. Let them inspect and test results to their satisfaction, and more keenly than they do; but let them forego the dictation of programs.

Demands of the N. E. A.

The fundamental principles to which I have appealed in the foregoing stand on so wide a basis of human history and are so open to the experience or observation of all men that it is almost superfluous to cite concurrent judg-

(Continued on Page 44)



MR. E. E. FERGUSON
Superintendent of City Schools
Bay City, Michigan



MISS ALICE DILLEY
Principal, High School
Osceola, Iowa

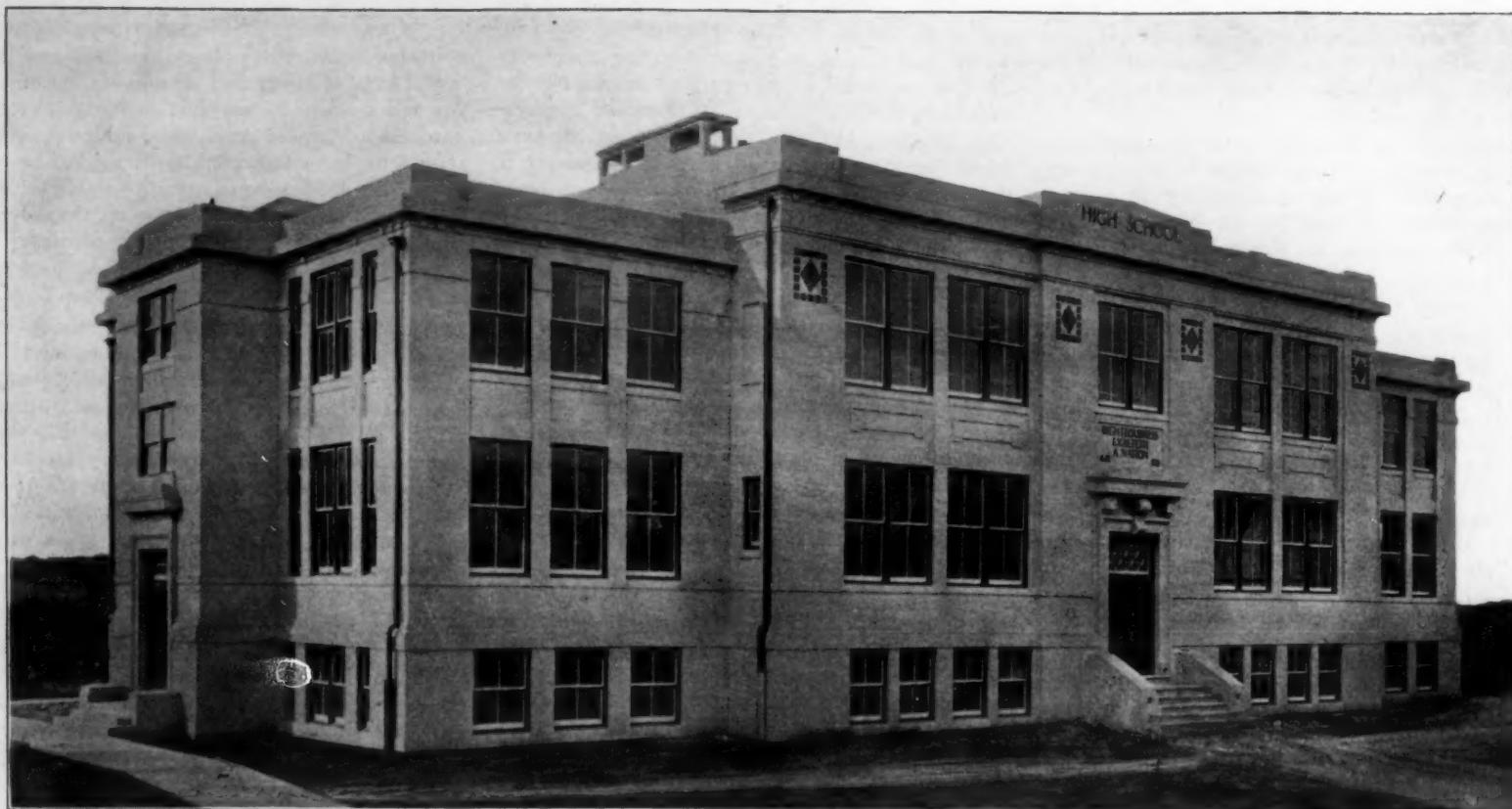


MRS. MARY D. BRADFORD
Superintendent of City Schools
Kenosha, Wisconsin



MR. GEORGE W. NASH
President of Normal School
Aberdeen, S. D.

Four Newly Elected Presidents of State Teachers' Associations.



NEW HIGH SCHOOL, PHOENIXVILLE, PA. Henry L. Reinhold, Jr., Architect, Philadelphia, Pa.

A CONCRETE SCHOOL BUILDING

FIREPROOF AND LOW IN COST

The march of progress in schoolhouse designing has made a wonderful stride in the economical construction of the new high school building recently completed and dedicated at Phoenixville, Chester County, Pa. The building is a pioneer, fireproof, reinforced concrete school which has been actually erected at a less cost than would have been entailed had it been completed in the old style brick-wall and wooden joist construction.

The building was begun on May 5, 1911, and was completed ready for occupancy on October 20. The dedication took place on the fourth of November, so that less than six months were occupied in the construction and equipment of the building. The school is completely equipped for the high school work of 450 students, and contains in addition to the regular classrooms a manual training room, domestic science room, auditorium, principal's and clerk's offices, laboratories and lecture rooms. The arrangement of the rooms throughout the building is such as to afford the greatest possible efficiency and the least disturbance in the movement of classes between the different periods. The auditorium is used as the study hall and from it all activities of the school radiate. It will accommodate 450 students.

The floor arrangement has also been designed to be as compact as possible and to contain no waste space. In accordance with this idea the stage in the auditorium has been planned with two panels to form a drafting room when not used for entertainments or similar purposes. The panels open and close on a suspended track and can be turned in a few moments. When arranged as a stage the space is sufficiently large for amateur theatricals, commencement exercises, etc., and has dressing rooms convenient on both sides.

The space above the stairways, which is usually wasted in ordinary schoolhouses, has been very cleverly utilized in the present building for a teachers' room, a lecture room and toilets. The last mentioned are on a mezzanine floor so as to be readily accessible from the first or second stories proper.

The building is fireproof throughout as already stated. All the walls from the foundation footings to roof are of concrete, including all the heat and vent flues. The floors are also of concrete and are carried on long-span girders so spaced as to make the floor slabs of the most economical thickness. All the exterior walls are lined on the inside with hollow plaster blocks and are thoroughly damp-proofed so as to make the building absolutely dry. In addition to being lined the walls are treated with a damp-proof cement coating in finish. It is estimated that the treatment which the walls have received increases the efficiency of the heating plant at least twenty per cent. The concrete floors are filled in on top with cinder-cement and deadening felt and are finished with maple wood flooring. They are not only fireproof but absolutely sanitary and sound-proof. The partitions between rooms are also sound-proof in construction, made of hollow plaster tiles and rein-

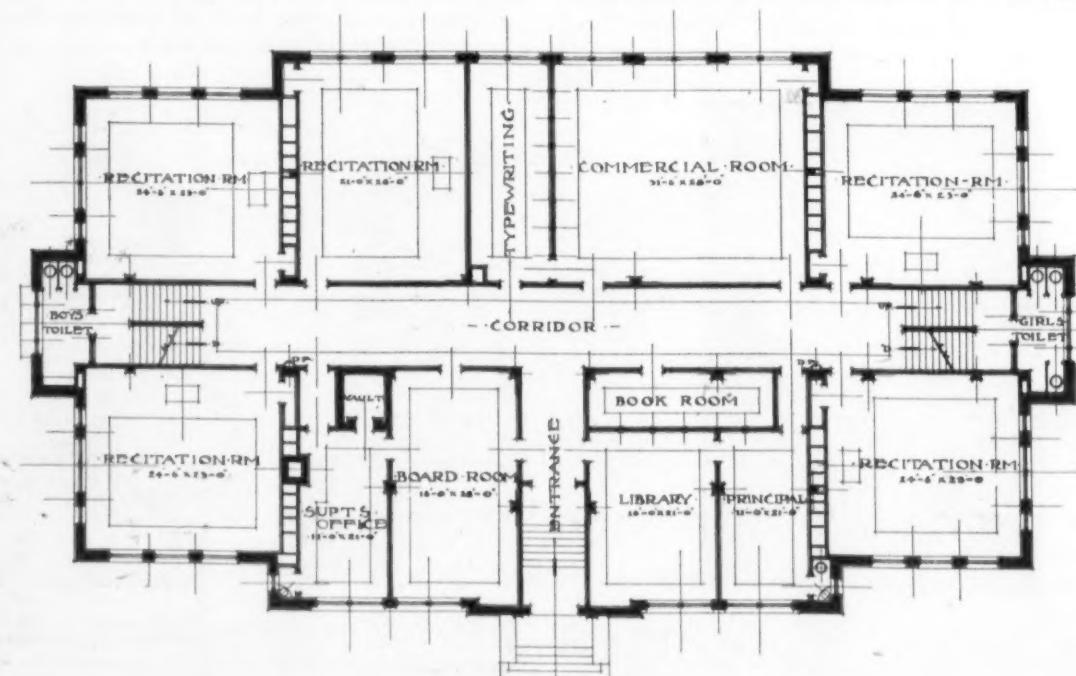
forcing rods. In brief, the building is entirely fireproof, sound-proof, damp-proof and sanitary.

The roof is entirely of reinforced concrete and is finished with a coat of water-proof cement. It is covered with a Barrett specification roof so arranged and flashed up as to make the skylights absolutely water and storm-proof.

In construction wooden floors were built for placing the concrete and so arranged that they could be used again in each story after the reinforcing steel work and the concrete had been placed. Mechanical conveyors and mixers were used so that none of the concrete was handled by hand.

All of the outside steps and interior stairways are built of reinforced concrete and are fitted with safety treads.

The sanitary equipment of the building includes an indirect hot-air heating and ventilating plant installed under the rigid requirements of the new Pennsylvania school code. The sys-



FIRST FLOOR PLAN, PHOENIXVILLE HIGH SCHOOL.

tem is guaranteed to deliver into each classroom at least thirty cubic feet of air per minute for each pupil, at a temperature of not less than 70 degrees. The heating system is controlled by thermostats placed in each room which keep the temperature at a constant point but do not diminish the amount of air supply. The plumbing equipment includes automatic fixtures of the most advanced type with vitreous china bowls. Two sanitary drinking fountains are conveniently placed in each corridor.

The total cost of construction of the building, ready for furniture, amounted to \$56,000. The heating and ventilating system cost \$5,545. Figured on the cubic contents of the building the cost amounted to 17c per cubic foot, or \$125 per pupil.

The building was planned and designed by Architect Henry L. Reinhold, Jr., McCaul Bldg., Philadelphia, Pa. Mr. Reinhold has for many years specialized in schoolhouse work and has had extended experience in the construction of concrete buildings.

Rules for Fire Drills.

State Fire Marshal Roe of Iowa has recently issued a set of rules to guide school authorities in arranging fire drills. Mr. Roe has given much attention to the danger of conflagrations in schoolhouses and the directions he gives are the result of wide observations of the difficulties which principals have in arranging orderly dismissals. He writes as follows:

1—Require the pupils at all times to pass into and out of the room in an orderly manner. It is assumed that this is insisted upon in all of our graded schools. If it is not, it should be.

2—Each teacher should first practice with her pupils to see how quickly they could leave the room in an orderly manner by the nearest exit. They might march to music if there is an instrument in the room or in the hall, or keep step with the class bell. The main points are, first, order; next, rapidity.

3—After each teacher has found the most orderly and quickest way of passing out the pupils of her room, she should then be ready to act in harmony with the principal of the building and should follow his or her directions explicitly.

4—In the larger buildings, it is well to have a gong or a special bell in the hall, the sound of which will mean to every child that a fire drill is on.

5—At the sound of this gong every pupil in the building should stand and at the signal from the teacher the marching should begin.

6—The teachers in charge of the rooms on the first floor should not lose a second after the general fire gong is sounded in giving a signal for marching out, and the children should be given directions to go to the nearest exit.

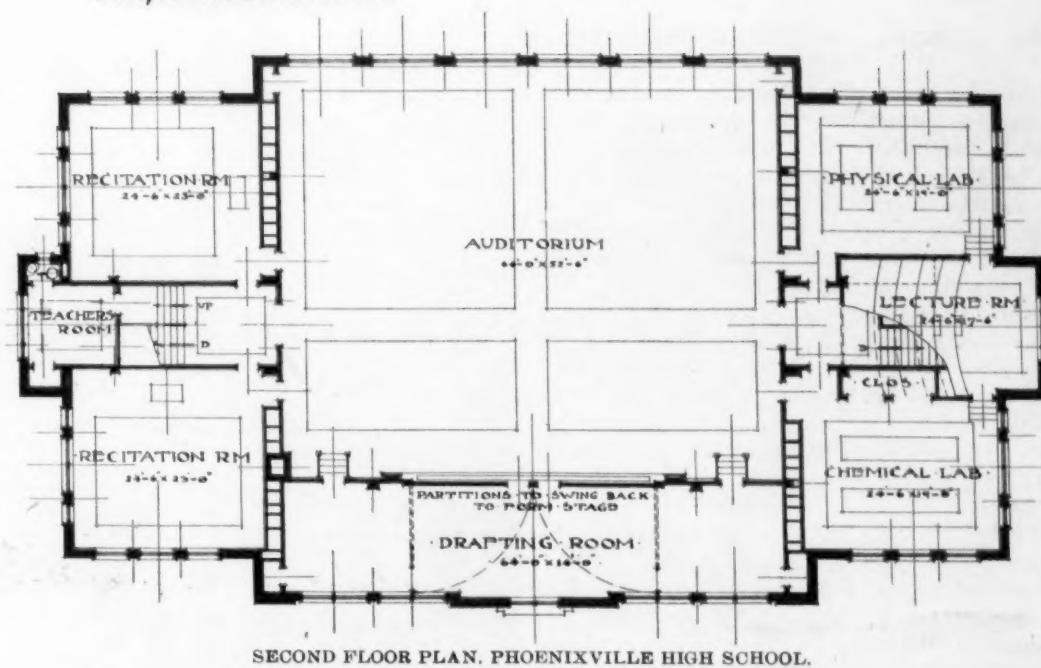
7—Those occupying rooms on the second floor should start within a few seconds after those on the first floor have started, and by the time they reach the last landing of the stairway to the first floor, the first floor should be clear. If the building is a three-story building, the same general directions should be observed in clearing the rooms of the third story.

8—Care should be exercised that there be no crowding and that only such a number be permitted to enter the stairway at one time as can easily pass down. If the stairway will accommodate not more than two or three pupils abreast, only that number should be allowed to march together; if wide enough for more, a larger number should be arranged for. In many smaller buildings with few exits and narrow stairways, single files are preferable.

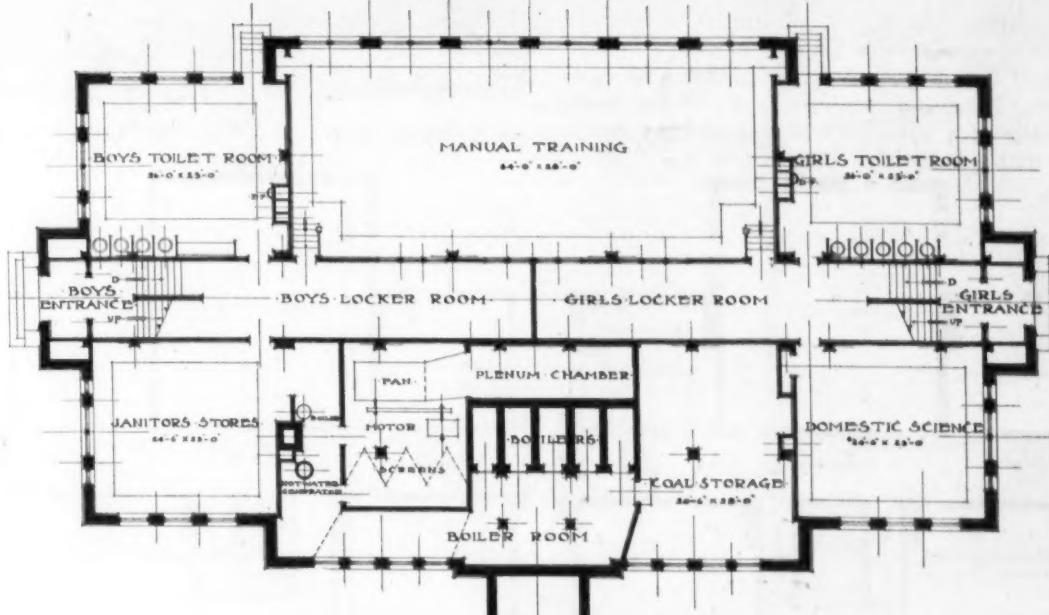
9—Provision should be made not only for clearing the building when all pupils are in the study rooms, but when they are scattered throughout the building in smaller rooms for recitation. Be prepared for prompt, systematic action at any hour or minute of the day.

10—The entire matter involves careful planning and prompt and careful execution on the part of the principal and teachers.

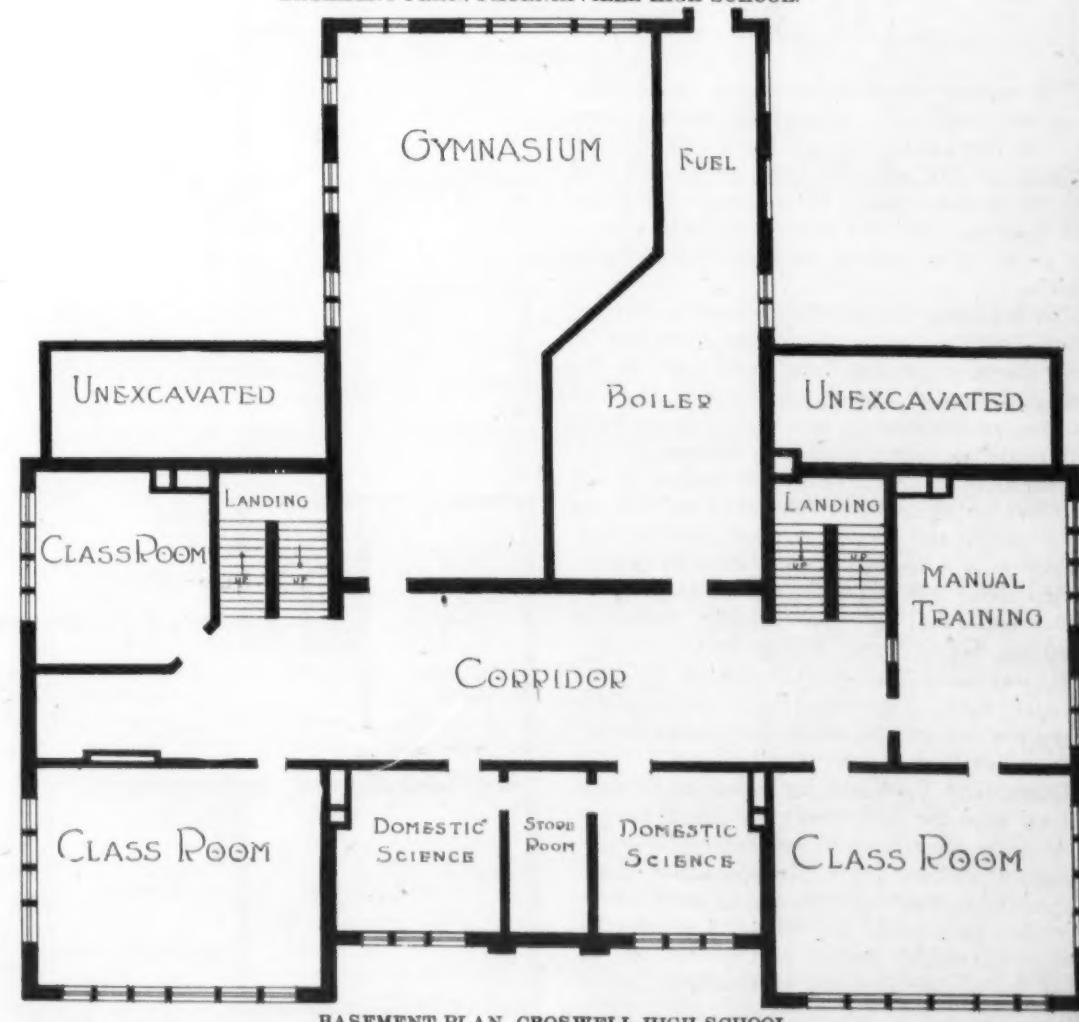
The Webster school, a large three-story graded school building in Des Moines, with nine rooms and over 500 pupils, was recently cleared and every child outside the building in one minute and thirty seconds. This building has been cleared in fifty seconds.



SECOND FLOOR PLAN, PHOENIXVILLE HIGH SCHOOL.



BASEMENT PLAN, PHOENIXVILLE HIGH SCHOOL.



BASEMENT PLAN, CROSWELL HIGH SCHOOL.

HIGH SCHOOL BUILDING, AUGUSTA,
KANSAS.

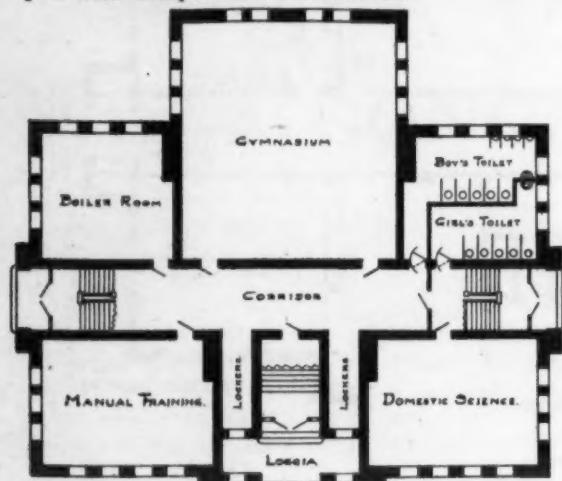
The new high school building at Augusta, Kansas, completed last July, was formally dedicated in September. The building proper is 60 feet by 90 feet with a projection 20 feet by 40 feet on the rear. The exterior is of native white limestone up to the first story window sills and the balance is of red pressed brick with trimmings of buff brick. The roof is of red tile, Niagara pattern.

The basement, which is about four feet in the ground at the front of the building, contains the boiler and toilet rooms, a room for manual training, a room for domestic science and a gymnasium. The gymnasium is 38 feet by 41 feet, with the floor three feet lower than the balance of the basement, to give ample height for the apparatus. Two locker rooms are also located in the basement.

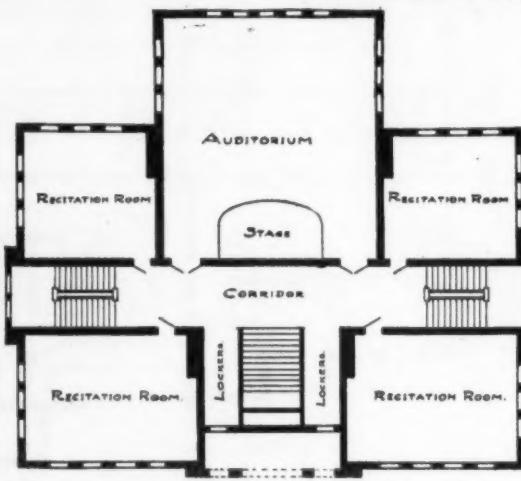
Above the ground floor the building contains, besides the auditorium, nine rooms, two of which are used for laboratories and one for the library. The corridors throughout the building are eleven feet wide and are provided with wide, easy stairways leading to three separate exits. The interior finish is yellow pine, with floors of the same material. All of the rooms are plastered with hard plaster and are equipped with composition blackboards.



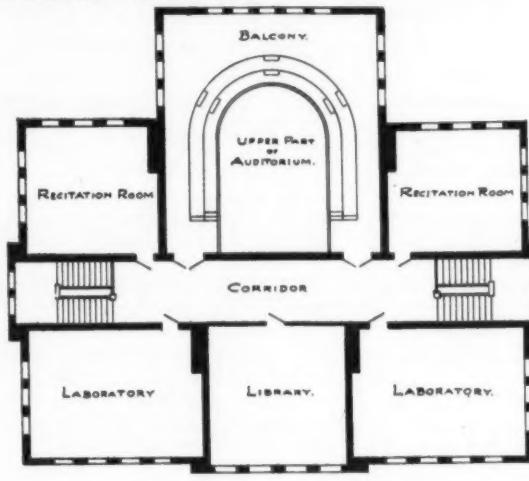
NEW HIGH SCHOOL, AUGUSTA, KANS.
Geo. P. Washburn & Son, Architects, Ottawa, Kans.



GROUND FLOOR PLAN.



FLOOR PLANS. NEW HIGH SCHOOL, AUGUSTA, KANS.



SECOND FLOOR PLAN.

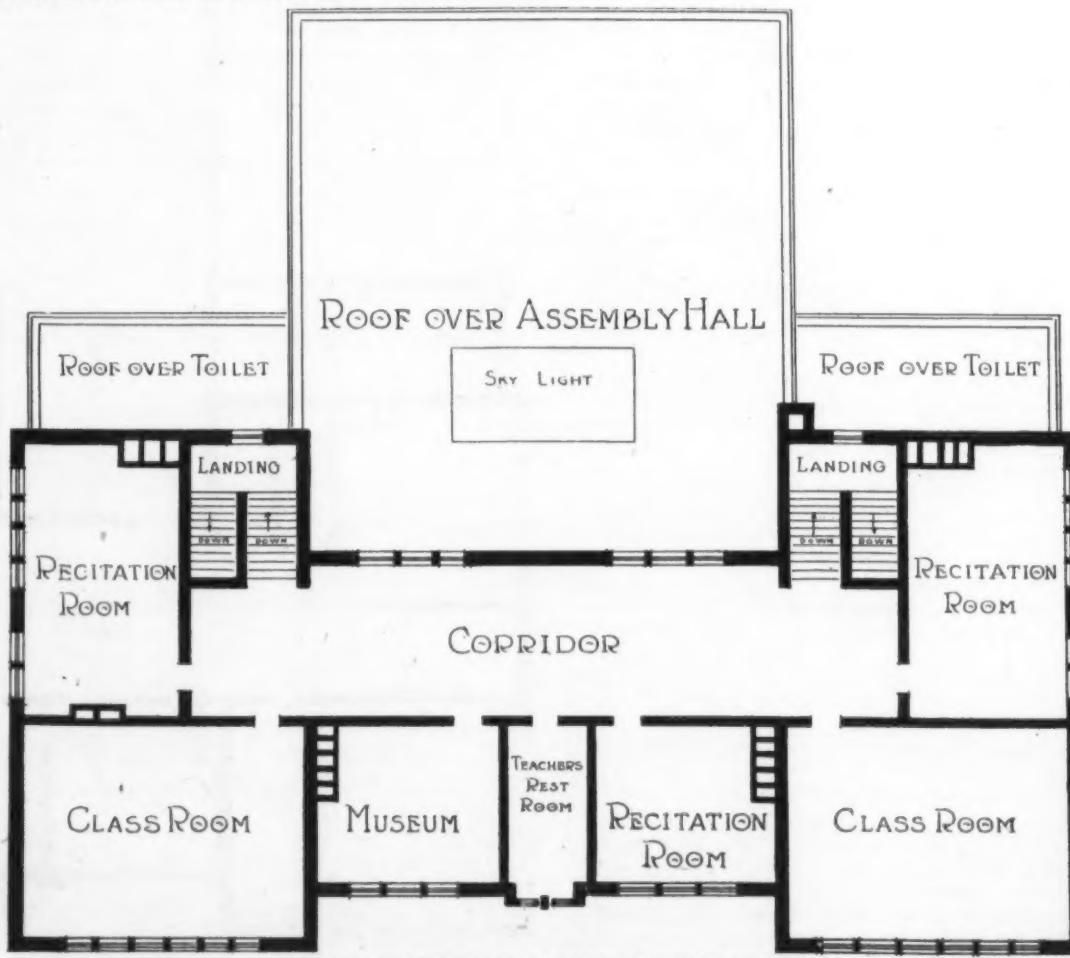
The auditorium is located over the gymnasium and extends up through the second story. It is 38 feet by 41 feet and has a total seating capacity of 350, with 230 seats on the first floor and 120 in the balcony, which opens off the second floor corridor and extends entirely around the room. The seating consists of tablet-arm chairs.

The building is heated by direct system of steam heating and ventilated by a system of large ducts, extending from each room to the attic and then to a large ventilator on the roof over the auditorium. The building is equipped with modern sanitary plumbing fixtures, including sanitary drinking fountains located in the corridors on each floor. As the city has no sewer system the sewage is taken care of very efficiently by a Russell sewage disposal system, located about 200 feet from the building.

The total cost of the building, including plumbing, heating and wiring (but no furniture), was about \$25,000.00, or nearly 10 cents per cubic foot. The school has a capacity for more than 250 pupils, while the present enrollment is less than one hundred.

Messrs. Geo. P. Washburn & Son of Ottawa, Kansas, were the architects; Switzer & Reagor of Augusta the general contractors; and the Chicago Plumbing Co. of Independence, Kansas, plumbing, heating and wiring contractors.

Augusta is a little city of 1,235 people, located in the south central part of Kansas, in one of the richest farming communities in the state.



SECOND FLOOR PLAN, CROSWELL HIGH SCHOOL.

BUILDING AND FINANCE.

Mr. John F. Murray, who was for many years a teacher and superintendent and who acted for several terms as state superintendent of public instruction in Colorado, has recently come forward with a suggestion for improving school finances. Mr. Murray would, in brief, require the United States postal savings banks to loan their deposits to school districts at the rate of $2\frac{1}{2}$ per cent per annum, which local banks now pay. School bonds are now accepted by the postal banks as security for loans to bankers, and Mr. Murray believes that the schools should have the benefit of the government's beneficence without the intervention of a third party.

In a circular which Mr. Murray has sent out broadcast to the press he writes:

The paramount issue with every civilization and government, past, present and future, since man received dominion and assumed the powers and responsibilities of government, has been the care and development of children. As we rear the children to years of accountability, mentally and morally giants or pygmies, so will government be.

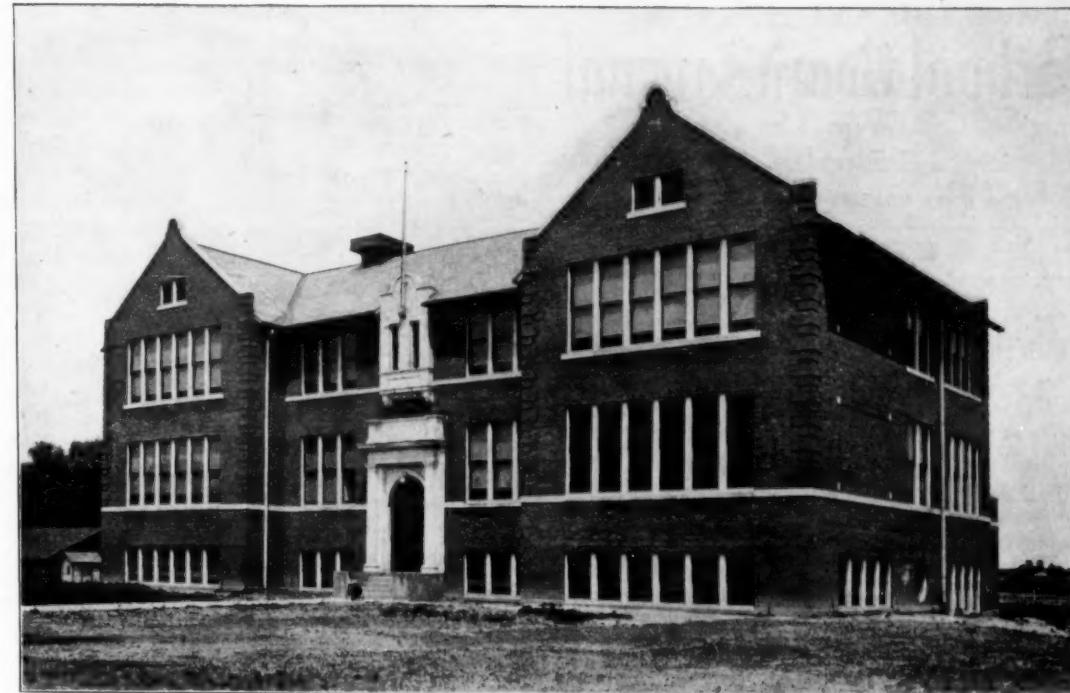
There are in this government 45,000,000 minors. There are 24,613,763 children of school age. There were enrolled upon our school records during the year 1908 17,051,962, with an average attendance of 12,154,172 children 76 days. As half-baked bread will give the individual dyspepsia, so will half-developed children give free government dyspepsia; hence it is the duty of government to give every aid and encouragement to child development. Our schools are the children's development ground.

The national government has established postal savings banks which are gathering in the people's dimes and dollars. As this money accumulates it is put back into circulation through "any solvent bank, whether organized under national or state laws (including savings banks and trust companies doing a banking business)," upon the following securities: "National bonds, state bonds, bonds of any city, town or other legally constituted municipality or district in the United States," established for ten years and never having defaulted.

Here we learn that a banker can take a school district bond bearing 6 or 8 per cent interest to the postal savings bank and borrow money thereon at $2\frac{1}{2}$ per cent interest. Why not allow the school trustees this privilege, so that the school district can borrow from the postal savings bank at $2\frac{1}{2}$ per cent interest without the intervention of any third party who will charge the school district more interest than he had to pay on the same security? This would be a great benefit to nearly every school district in the Nation.

In carrying out a policy inaugurated several years ago the Milwaukee board of school directors is planning to increase the open play space surrounding a number of schoolhouses. Each year a sum is set aside for this purpose according to the financial ability of the board. The schools having the smallest grounds and those located in the poorer sections are looked after first and are equipped with outdoor playground apparatus. While a minimum of thirty square feet per child has been fixed as the standard to be sought, a maximum of fifty square feet is aimed at wherever adjoining property is available at a reasonable figure.

Harrisburg, Pa., recently dedicated three new school buildings within one week. One of these is a new technical high school. Secondary industrial education in Harrisburg has been a development of about seven years. The present new building, grounds and equipment, together with the shop building, which was erected four years ago, have a valuation of approximately a half million dollars, making the school one of the finest and most complete of its kind in the country. It probably has no equal in a city of the size of Harrisburg. The school has had many visitors from various parts of the country. The dedicatory exercises were attended by Governor Tener and other distinguished officials. The governor also made an address.



NEW HIGH SCHOOL, CROSWELL, MICH.
Wells D. Butterfield, Architect, Detroit, Mich.



FIRST FLOOR PLAN, NEW HIGH SCHOOL, CROSWELL, MICH.

Idaho School Fund.

That none of the western states has a better school land endowment than Idaho, and that the time is near when it will not be necessary for the levying of any special taxes to maintain the public schools, is the declaration of Land Commissioner George A. Day of that state.

Mr. Day said recently in a public interview that there is now about \$1,000,000 in the irreducible school fund and that there are about 2,000,000 acres of state school lands yet to be sold. As a clause in the state constitution provides that these lands cannot be sold for less than \$10 an acre, they will add to the present fund \$20,000,000.

In addition to that, the public schools hold an interest in about 450,000 acres of special grant lands, which it is estimated will bring the ultimate fund up to between \$30,000,000 and \$40,000,000, with annual interest returns, when based upon 5 per cent investments, ranging between \$1,500,000 and \$2,000,000. North

Dakota is the only western state which can boast of a school fund which approaches that of Idaho.

In addition to providing that the land shall not be sold for less than \$10 an acre, the constitution also provides that not more than 16,500 acres of school land shall be sold in a single year. In sales completed last November in Lewis County, the price ran up as high as \$38 an acre, and, according to Mr. Day, the land could not be classed as being first grade. In Nez Perces County some land was sold as high as \$66 an acre.

The total number of pupils registered in the public schools of Buffalo during the school year 1910-1911 was 61,503. The average daily attendance was 45,983. The number of teachers employed for 160 days or more was 1,548. The evening high schools had a registration of 1,744, the elementary evening schools, 7,032.

THE AMERICAN
School Board Journal
 DEVOTED TO
 Legislative and Executive School Officials
 WM. GEO. BRUCE, Editor and Publisher

EDITORIAL

JANITORS' HOURS.

The operation of the Massachusetts law, by which the hours of janitors' labor in the public schools has been limited, should call to the general attention of school boards the problem of janitors' services. While the Massachusetts law in limiting the working hours to eight in every twenty-four is working a hardship for many communities, because of the lack of funds for employing additional help, in the long run it will be an undoubted blessing. And while many schoolrooms may go unswept for days in some cities of the state, yet a temporarily bad condition, we think, will lead to a great improvement.

The hours of janitors in most schools are unreasonably long and depressingly unfavorable. In itself, the task of firing boilers, of daily sweeping and dusting is not conducive to health or long life. Still, with proper safeguards, it need be no more dangerous than many ordinary occupations. But the janitor works hardest when others are ordinarily at rest. During the winter he must be heaving coal into his boilers long before daybreak and must frequently do four or five hours' hard work before the school opens. True, during the day, he has not so much to occupy his attention, but when others go home to rest he must again take up the heavy work of sweeping, dusting and cleaning—tasks which rarely permit him to finish before seven o'clock in the evening. And in cold climates, he may even be obliged to have a look at his fires again before retiring.

Some of the attention which the schools are giving to the health of children might well be diverted for a moment to the man who wields shovel and broom. If the public has the right to demand healthful conditions for the children, it has no right to impose unhealthful conditions of labor on the janitor. As a citizen and laborer, he is just as much an economic asset as any child or teacher. In addition, he is a man (or perhaps even a woman) and is just as much entitled to humane consideration as his superiors in the school service.

The whole problem of janitor service is wide and worthy of study. In one aspect alone there is a broad field for investigation and reform; the laboring conditions of the janitor. We have no sympathy with the teacher who uses the amount of pay received by the janitor as an argument for higher wages herself. If she would study for a few hours the "man below stairs," she would not begrudge him his monthly wage.

We venture to suggest that as an immediate reform that every school board should require:

First, that janitors be employed, retained in service and advanced according to civil service principles.

Second, that reasonable pay be granted, based strictly on the amount and character of the work performed.

Third, that in schoolhouses all laws regarding labor, including female and child labor, be enforced to the letter as to conditions, length and time of work.

Fourth, that the cleaning methods which are required of janitors be as healthful in operation as the best practice will permit.

Fifth, that sufficient help be provided that no janitor need work longer than ten hours.

MAKE SUPERINTENDENTS GO.

The meeting of the Department of Superintendence of the National Education Association,

School Board Journal

to be held February 27-28-29 at Saint Louis, will be the most important educational gathering for the year. Boards of education should not only grant their superintendents and supervisors leave of absence to attend this convention, but should compel them to go, and should pay their expenses.

We have frequently called attention, in these columns, to the fact that the value of conventions held from time to time by state, sectional or national organizations of school men can hardly be fully estimated. They are, more than any other agency, the means of refreshing and strengthening educators and of giving them new vigor and encouragement for their daily duties.

We have said before that the superintendent, as the educational general of his city, must, more than the individual teacher, keep in touch with the progress and movements of the times. Nothing can stimulate him more than gatherings of professional men, like himself, where mind clashes with mind, and where the best opinions and experiences of theorists and practical men are brought into expression.

The school board member who has attended conventions of men in his own avocation of life, of professional or trade organizations, appreciate these meetings. He is willing to encourage them to the extent of giving the superintendent a leave of absence.

We meet with school boards occasionally, however, who take a narrow view of the matter, refusing to grant time or to reimburse the traveling expenses of the superintendent. In these instances, we imagine, ignorance of the intense value of the meetings to the schools rather than to the superintendent, is at fault.

Beginning February 27, and continuing three days, the Department of Superintendence will meet in St. Louis simultaneously with other related sections of the N. E. A. and independent educational bodies. It will be the most important educational gathering of the year, which no executive school official should fail to attend. Like its predecessors, it will in no sense be an outing, or a junket, but a serious gathering for gaining knowledge.

The sessions, as in former years, will take up the entire day and evening and will be devoted strictly to the school problems of the present time and to such subjects as come within the range of the superintendent's labors. The program, printed on another page, will easily demonstrate the timeliness of the topics for discussion and the importance of the speakers who will treat of them.

School boards should require their superintendents and supervisors to go, and pay their expenses. We venture to say that no more wise expenditure for bettering supervision could be made. Members of school boards who have come to a meeting of the department will never dispute the allowance of the superintendent's expense.

PROMOTIONAL EXAMINATIONS.

No single administrative plan affecting teachers has been opposed so uniformly and vigorously, in recent years, as the system of fixing salaries on the results of examinations. While the "equal pay" fight in New York City has undoubtedly been the most unique contest of organized teachers against the policy of a constituted authority, the agitation of teachers' associations against promotional examinations has been far more widespread and much more reasonable.

Every fairminded teacher will concede that it is unwise to base her rise in rank and pay on a mere length of service. "Letting the clock work" neither increases efficiency nor value in a classroom worker. On the other hand, an examination in some strictly professional topic, exerting probably no direct influence on imme-

diate results in the classroom, is a burden which the pedagogue who works hard and well and produces actual results in the shape of well-trained pupils, should not be made to bear without some reference to other factors.

An eastern daily in commenting on the problem points out the injustice of examinations as tests. It says:

"What, then, should be decisive and more influential than any other fact? 'Proved fitness in the classroom and out of it as a unit in a working machine.' But how shall this fitness be demonstrated? 'By examinations,' it is replied. Very well. Eleven cities of the United States are now testing the system. Is there agreement as to the results? No more than there is as to the wisdom of the formal examination as a safe test of a pupil's fitness to advance a grade. And for the same reasons. Many a pupil is so constituted as to reveal a minimum of his knowledge and capacity in a formal test. Precisely so with a teacher. Promotions based upon results of formal tests often would run counter to the advice of superintendents, based upon study of teachers at work in the schoolroom dealing with pupils and meditating truth to them. Consequently, while the theory of the promotional examination commends it to some educators, its practical results often are far from satisfactory to principals and superintendents who must work with the teachers that the system promotes. No wise educational administrator will permit the formal examination to outweigh the daily classroom record of a teacher. Where this factor of daily work is given its due place and is kept in mind when decisions are made, then a system of examinations also can be worked as a standard for promotion.

"The ideal path is the middle ground of right proportion between regular daily work and the formal test, such as the universities are now being forced to concede to men from the secondary schools. Harvard is leading the way in this reform, this reaction against the fetish of the written examination. Perhaps the schools, in dealing with the problem of teachers' promotions, may well take a leaf out of the experience of the universities. Examinations have their uses as means to an end, but the end also is achieved by the daily routine of practice of the teaching art; and many teachers who have the art cannot explain it."

THE SUCCESS OF ST. LOUIS.

The organization of the St. Louis school board has frequently been held up as a model for the municipalities of the United States. To the law creating the board, to the size of the membership and to many other things have been attributed credit for the record which has been made. Undoubtedly these have all combined, but we are inclined to think that Mr. C. W. Johnson, late president of the board, comes nearer to the real reasons than any previous commentator. He writes in his annual report:

"The members of the board are elected by the people at large. I think it is proper for me to say that I consider the personnel of this board is as representative and efficient as any board in its history. If the community continues to send such men to serve as members, I have no fear for the future progress of same. One reason for our phenomenal progress is the fact that we have been free from politics; that we have considered only merit and fitness for the various positions that have been at our disposal.

"The board selects its executives, who have charge of and are held responsible for the department of which they have charge, and I feel that it is to be congratulated upon the well trained officers that it has selected for the several departments."

A PROGRAM WORTH FOLLOWING.

The Philadelphia board of education, since its organization in November, has received from the local Bureau of Municipal Research a program for reforming the administration of the public schools. While many of the suggestions contained in the document are of a strictly local character, a number of them have an universal application and may well be studied by every school board. The bureau urges in part:

"Consider the school system as a unit, and not as isolated groups of activities subject to unrelated supervision.

"Establish a system of reporting, promptly and adequately, work done, results accomplished, and cost incurred in the several departments of the school system, so that citizens, taxpayers, school officials and members of the board may know at any time the status of work in progress and work completed.

"Require the expert agents of the board to make a comprehensive study of the organization, functions, pedagogical and business methods of their several departments, and to report the results of such study, with their recommendations, to the board of education for its consideration.

"Adopt measures for eliminating the business and educational waste and inefficiency.

"Establish professional standards which will make of the teaching corps a progressive, vigorous and efficient teaching body.

"Establish standards of administration and supervision that will place a premium upon economy and efficiency in the service, and reduce to a minimum the clerical and routine duties of highly-paid principals and superintendents.

"Consider whether it would not be more economical to retire teachers, even on full pay, than to retain them in the schools.

"Determine by inquiry whether the supervising officers of the school system have clearly defined, reasonably uniform and educationally sound standards of practice in their several schools, districts and departments.

"Determine by inquiry what is the cost and what are the elements of cost of the several branches of the school system, and whether this cost may properly be reduced or increased at various points.

"Ascertain the extent to which the averages and totals included in the school reports are misleading or unintelligible.

"Find by inquiry the extent to which a uniform curriculum for all parts of the city and for all types of pupils is accountable for truancy, backwardness and the early dropping out of pupils from the elementary schools.

"Determine by inquiry the extent to which teachers, principals, superintendents and attendance officers are causing or aggravating truancy and irregular attendance.

"Ascertain by inquiry the extent to which insanitary conditions, bad lighting, poor ventilation and unintelligent supervision are creating physical defects among children.

"Determine the efficiency or inefficiency of medical inspection of school children and the work of school nurses.

"Formulate plans for vocational training suited to the needs of the sixty children out of 100 who do not complete even the elementary school courses.

"Provide that estimates for annual appropriations be prepared and summarized as parts of a clearly defined program, so formulated that citizens and taxpayers, as well as the board, may see what is proposed to meet community needs.

"Afford full opportunity for consideration and



The Extent of Popular Interest in Higher Education.

discussion by citizens, civic organizations and the press of the educational program presented in the financial estimate.

"Include in the annual financial program definite plans for buildings, sites and improvements to be financed through loans so that these may not be confused with current expense.

"Have installed an effective system of accounts and financial records that shall give a clear and useful story of the board's financial transactions and its financial condition at frequent periods.

"Establish exact standards and specifications for supplies to be purchased, so that the board agents and the public alike may know just what has been or is to be bought, at what advantage or disadvantage, to the city.

"Require that the department of supplies be organized and conducted as a highly efficient business enterprise, giving to the city the benefit of economical buying; to the schools the benefit of prompt action, and to dealers the benefit of prompt settlement and businesslike treatment.

"Provide for independent and efficient inspection of materials and supplies purchased, of service rendered, as well as of construction work in progress.

"Enforce economy and efficiency in the service by systematically studying organization, methods and results in every field of the service, and providing the means whereby the business of the schools may be directed and controlled with the highest intelligence."

The movement of Mrs. Isaac L. Rice of New York City for the establishment of "quiet zones" about schoolhouses has been endorsed by twenty-five state departments of education and by upwards of seventy heads of city school systems. There is a unanimous agreement that noise is a serious, disturbing factor in schoolroom labors which should be minimized to the greatest extent possible if it cannot be eliminated entirely. Undoubtedly there are few communities in which school children are subjected to such unending, nerve-racking sound as in Chicago and New York, and few outside these two cities need well-defined "zones of quiet." But, there is a great opportunity for every school board to render its buildings free from the roar of traffic and the din of objectionable manufacturing and commercial establishments. Schools must be kept away from railroad and trolley lines and street pavements should be smooth and well kept so as to be quiet.

Superintendent Frank B. Dyer of Cincinnati refused, last month, an offer of the superintendency of the Pittsburgh schools at an annual salary of \$10,000. In stating to the press his reasons, Mr. Dyer said:

"In reaching the conclusion to remain in Cincinnati, I did not allow myself to be influenced by personal friends, but, when it appeared that disinterested citizens—men and women not so much concerned about me as an individual as about the schools—wanted me to stay, as in their opinion the man best able to work out the problems here. I could not refuse to stay. In Cincinnati there are a number of educational

movements under way that no successor could hardly be expected to carry forward as well as myself, no matter how able he might be. He might not even be in sympathy with them. I refer in particular to the continuation schools, the work for the retarded and defective, to the teachers' college, to industrial training, to parents' co-operation, to the new courses in the high schools and to the work for educating citizens generally."

"Peace in the Chicago school administration is an utter impossibility; we are in a state of perpetual turmoil." Three years ago the foregoing statement was commonly made in Chicago. Still, last month, the board of education unanimously re-elected Mrs. Ella Flagg Young and the press united with the members of the board in proclaiming that peace and harmony had prevailed since the first election of this remarkable woman. Truly a wonderful achievement!

"Pull-backs" is the appropriate title given to a group of reactionaries, members of the Philadelphia board of education, who are doing their worst to retain worn-out administrative methods in the running of the schools. While the new Pennsylvania school code has been drawn for the purpose of reforming school administrative machinery of the municipalities within the borders of the state, little good can be accomplished if "pull-backs" get control. Which all proves that men and a healthy progressive spirit rather than methods will make a perfect school board.

Of 668 pupils graduated from the grade schools of Des Moines in June, 1911, 578 are attending high schools in the city, according to the report prepared by Z. C. Thornburg, supervisor of grades. This shows a loss of only 10 per cent between the eighth and ninth grades of the schools. Of the sixty-five graduates not in the high schools, a number are attending business college.

At the recent Iowa state teachers' convention, held in Des Moines, it was reported that the average loss between the grades and high school is 50 per cent in the state.

A Southern newspaper complains that two prominent educators are using all the influence of their position for partisan political purposes and asks: "How can they expect the ordinary voter or school director to keep factional politics out of the schools?" And it adds, very correctly: "They must be perfectly aware what the fate of the schools will be if any faction uses them as a political asset. The stand they have taken shows that they are not schoolmen, but politicians, and are entitled only to such consideration as politicians receive."



Dr. Eliot Goes to India to Study the Educational Situation.



China Making Work for the History Writers.

**For Busy
Superintendents**

DR. DRAPER TO COUNTRY SUPERINTENDENTS.

The paper of Dr. Andrew S. Draper, State Commissioner of Education, to the two hundred newly appointed superintendents of rural schools of the Empire state might have been addressed to any number of county superintendents anywhere in the United States. He pointed out the qualities required for efficiency and for success. Some of his views are as follows:

"The Education Department expects that you will be free and independent school superintendents. It cannot be said too often that the schools are to be kept free from all political or denominational partisanship. Officers of the schools are to assert this and exemplify it; the school organization is to offend none; it is to count upon the support of all.

"It is one of the strong points of the new law that it excludes the uneducated from these superintendencies. You have all gained certificates of your ability to teach in the schools of the state. That is much, but it is not enough to assure success in your work as superintendents. Efficient superintendents must have knowledge, not merely of the technical rules of grammar, arithmetic, etc., but of the world's stores of literature. If you have that, your grasp upon administration and courses of study, and methods of teaching, and all such, will come very quickly and easily. But if you are long on frills and pretense and short on the substance of knowledge, if you are without the elements of intellectual growth, your rising sun will soon be obscured by a cloud and is even likely to drop out of the heavens suddenly.

"Do by the teachers as you would be done by, and as the interests of the children and the progress of the school system require. Help the young teachers and try to keep the older ones zestful and happy.

"Embrace every fair opportunity to quicken public sentiment; have a sane appreciation of educational values; remember that not half that is to be learned is in textbooks.

"Make certain that children are trained soundly in English and in simple mathematics and in truthfulness and in manners. Adjure teachers to train children to respect labor and to do things.

"Encourage the schools to interest the pupils in the agricultural and mechanical and home-making industries. This will work no harm to the reading and writing and numerals, but rather to their advantage. If I thought it would keep pupils from going to the high schools I would oppose it. I think it will send more to the higher schools. It will broaden the higher schools, or at least concentrate their intensiveness upon the work that has the largest claims. The vital need of the education work of this country is the training of pupils in manual and vocational efficiency."

MR. BECHT IN OFFICE.

Mr. J. George Becht, for several years principal of the Clarion, Pa., normal school, has taken up the duties of permanent secretary of the new Pennsylvania State Board of Education at Harrisburg. He is the executive officer of the board, and as such will have charge of the investigations into educational affairs which have been instituted at the instance of State Superintendent N. C. Schaeffer.

Mr. Becht is a native of Montoursville, Pa., and received his early education in the schools of that borough. His professional training was begun at the Lycoming County Normal School and continued at Lafayette College. He has taken post-graduate work at Harvard and Columbia and has traveled extensively in the study of schools and school systems. At the age of fifteen he began his teaching career in the rural schools of Lycoming county, and after leaving

college, was made assistant principal of the Lycoming County Normal School, and the following year became its principal.

In 1893 he was unanimously elected county superintendent of the Lycoming county schools. He was re-elected for three successive terms, but in 1903 resigned to become head of the department of psychology and pedagogy of the West Chester Normal School.

After teaching in West Chester for one year, Mr. Becht was elected to the principalship of the Clarion State Normal School. Under his administration the school has had a remarkable growth. In 1905, his first year, there were sixty-two students presented to the state board of examiners, and in 1911, 400 students were presented to this board. During the period he has been at the head of this institution, all the buildings have been practically remodeled, a new dormitory, costing \$75,000, has been built, and the school is generally recognized as standing for thorough and honest work.

As a friend of Mr. Becht says of him: "He is a student of men as well as of books and his innate courtesy and fine sympathy win for him friends wherever he goes. He is a helpful and enthusiastic speaker and his services are constantly in demand for educational meetings in Pennsylvania and other states. Dr. Becht is a man with high ideals and he has the energy and executive ability which make him capable of carrying out what he conceives to be for the best interests of the people whom he serves."

Fitting Expression of Confidence.

Few city superintendents of schools, who, after long and successful administration of a city school system are ousted through petty politics, have their services so fittingly recognized as has Mr. James A. Barr, Stockton, Cal. Following Mr. Barr's dismissal by a partisan school board, the educators of California snapped up his services and have made him executive secretary of their federated teachers' associations.

Through the efforts of Mr. Barr the Stockton schools advanced wonderfully during the past twenty years and not only attained a local reputation for thoroughness and efficiency, but also won a national reputation. The so-called Stockton methods, developed through the initiative of Mr. Barr, are well known in every state of the union and are considered a valuable contribution to the pedagogy of the present day. The Stockton teachers through Mr. Barr's enthusiastic support are among the best paid in the country, the grade teachers receiving a maximum of \$1,200 a year.

Few school men have such a power of organization and promotion as has Mr. Barr. His labors for the formation of the California Council of Education and for the federation of the California teachers' associations will be remembered. The success of the last N. E. A. convention in San Francisco has been duly credited to his energetic campaign of publicity.

As executive secretary of the California Teachers' Association he will not only have gen-

eral charge of the association's welfare, but will also lead in promoting legislation and other movements relating to the progress of the teaching profession. He will be the publisher and business manager of the Sierra Educational News, which is the official organ of the association, and will also control the other publications of the organization.

He will have associated with him as editor, Mr. Arthur H. Chamberlain of Pasadena, who is well known as a student of education, has held a number of important offices, and is the author of several well known professional books.

NEWS AND NOTES.

Orange, N. J. James G. Riggs has relinquished his post as superintendent of schools and has been succeeded by James N. Muir, formerly superintendent of schools at Johnstown, Pa. The retiring superintendent has gone to the Oswego Normal School, in New York state, where he is in charge of a department.

As a means of keeping up an active interest in professional reading Supt. C. A. R. Stone of Coldwater, Mich., issues during the school year, a number of bulletins to his teachers each recommending two or three recent books. Not only does he cite author, publisher and price of each book, but he also adds an appreciative criticism, suggestions for applying some of the ideas advanced in the work, and a few leading questions for investigation.

The Detroit board of education is considering the employment of two teachers to keep track of boys and girls who leave school at the age of fourteen and secure working certificates. Approximately 500 boys and nearly the same number of girls go to work each year, but many do not continue in any gainful occupation and do not return to school. Supt. C. E. Martindale is of the opinion that valuable information can be obtained by an investigation of the condition of working children for adapting present courses of study to their needs and for opening continuation schools. He would especially seek to learn: In what lines children are employed? How many are engaged in each? How many places do children work in before selecting an occupation for life? How many cease work and return to school?

The Boston board of superintendents is making preparations for cutting down the size of classes in both elementary and high schools. Beginning September, 1912, the quota of pupils to the teacher in the grades is to be forty-three, and this is to be reduced by one each year up to the school year 1916-17. In the high schools classes are to consist of thirty-four students during 1912-13 and are by a similar process to be brought down to thirty.

Swampscott, Mass. Semi-annual promotions have been introduced by Superintendent Eldridge Smith. The plan will not only permit of the more rapid advancement of bright children, but will also reduce the time lost by such as fail to make a grade. The school committee has, under the new rule, decided to permit the entrance of beginners in February as well as September.

Dr. J. H. Alleman, superintendent of the Du Bois, Pa., schools, has been elected superintendent of the schools of Greensburg, in the same state, at a salary of \$3,000.

One of the first fruits of the new school board regime in Philadelphia is a movement begun by Superintendent Martin G. Brumbaugh for a complete revision of the high school courses of study. With the principals of the high schools and other educational factors a thorough study of the situation is to be made with a view of making the courses more flexible and better adapted to the individual needs and talents of the students. It is certain that a short course of two years will be planned for such young people as cannot attend the schools four full years and that greater freedom will be allowed such as do not care to prepare for college.

The school board of Macon, Ga., has recently accepted the suggestion of Supt. C. B. Chapman to introduce the two-division plan for organizing classes.

Oakland, Cal. Declaring that the yearly average cost of pupils in the high school has

(Continued on Page 30)



DR. J. GEORGE BECHT
Secretary, Pennsylvania State Board of Education.
Harrisburg, Pa.



Learning the "Barcarolle" from "Tales of Hoffman"—8th Grade,
21st District No. 2, Milwaukee, Wis.

force; the value of *Music* in stirring the intellectual, emotional and imaginative faculties, and would result in an awakening that would give added impetus not only to the teaching and exemplification of music, but insure higher efficiency in the entire school work.

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School Board Journal

NEWS AND NOTES.

(Continued from page 29)

been on the increase for years and now is \$78.08 per head, the high school committee of the board of education recently filed a report urging some means of reducing the cost and increasing the efficiency of the high school. To this end the committee recommends increasing the length of the school day, making a day from 8 a. m. till 4 p. m. This does not mean that teachers and pupils must put in all the time, but a schedule will be arranged whereby a number of teachers can be dispensed with. It will be necessary for some pupils to remain more than five hours, and in many cases, to have the teachers remain seven periods. By this means the committee estimates that a saving of at least seven teachers can be effected.

It is also recommended that no class or section shall contain fewer than thirty pupils, without written order from the board of education.

A new system of marking pupils has been put in operation since September, 1911, in the public schools of Green Bay, Wis. Instead of merely receiving a standing in the separate branches, following the custom generally in vogue, every pupil is given a mark upon the following points, not to exceed the number indicated:

Studying and reciting; this applies to all of the work of the day, not merely to a specified branch	50
Written test each month in arithmetic	10
Written test in one other branch	15
Taking pains with written work—writing, spelling, etc.	10
Good conduct	10
Being on time	15
Total	110

If a pupil is absent a deduction of two points is made from the above total for each absence; but if the work lost is made up corresponding credit is given. Credit is also given for extra work above that required of the class; but only the strongest in the class are permitted to undertake extra work.

The plan outlined is for the grade schools, but practically the same scheme is in operation in the two high schools, the main difference being that the high school student receives a separate report for each branch.

Supt. A. W. Burton, who has spent several months in perfecting the plan, is optimistic over the results. In commenting on the matter recently, he said:

"A great many teachers have told me that the system is having a marked effect upon attendance, punctuality, conduct and the general quality of the work. When their standing is directly affected by these elements pupils are not so inclined to tardiness and general carelessness, nor are they so apt to stay out for trivial causes or to disregard the proprieties of conduct.

"Giving credit for extra work also has a good effect, in that it encourages the strongest to work up to their capacity, rather than to be satisfied with only half occupying their time."

An evening school has been opened at Manitowoc, Wis., with an enrollment of 125 stu-



HENRY J. WATERS
Manhattan, Kans.

President, Kansas State Teachers' Association.

dents. Among this number are forty men who are unable to speak or read any English. All the common branches, including the three R's and also such commercial studies as bookkeeping, business law, etc., are studied. It is proposed to introduce high school studies later.

In presenting its annual report the Buffalo board of school examiners states that, while in its opinion the efficiency of the teaching staff in the city's public schools is above the average, it might be improved by the adoption of the system of promotional examinations in force in some of the leading cities of the United States. The permanent tenure of office in vogue in Buffalo is held to be responsible for the tendency of teachers to follow a routine rut, oblivious to the demands of the time for progressive effectiveness. As teaching methods are changing from year to year, the report states that it is necessary for teachers to keep abreast of the advances, both in professional learning and general information, if they wish to develop and maintain the maximum degree of usefulness in the schools.

The report calls attention to the need of more men teachers in the schools, particularly in the high schools and the higher grades of the elementary schools. The fact that salaries are higher this year is alluded to as a possible inducement to more men to take up the work.

Hastings, Neb. The board of education has organized a night school and already over fifty pupils are enrolled. The school is designed for the accommodation of those who work during regular school hours.

After serving nearly six years of an indeterminate sentence, Newton C. Dougherty, formerly superintendent of schools at Peoria, Ill., has been paroled from the Illinois State Prison.

The school board at Norfolk, Va., has ordered that the writing paper used in the grades be purchased by its supply department and sold at cost to the children. The arrangement enables the pupils to buy the tablets at three cents each, a saving of two cents, and affords the convenience of uniformity for the teachers.

The various teachers' associations and clubs existing in the cities of Michigan have taken preliminary steps toward forming a federation to better conserve the interests of the profession. The work of the state teachers' association is not effective in shaping school legislation or in promoting locally improvements in the conditions of teachers. A closer organization is required which will work in each center of population and this the federation proposes to do.

The Illinois Educational Commission has recently begun a study of the problem of teachers' certificates with a view of recommending legislation for improving the present unsatisfactory methods. The commission will work along lines suggested by the conference of chief state school executives, held last October in Topeka, Kans., particularly in respect to uniform conditions.

An employment bureau has been opened in the Malden, Mass., high school for such students as wish to work during vacation periods,

on Saturdays and after close of classes in the afternoon. Principal Arthur Lee has arranged with a number of Boston business houses and with merchants close to the school to seek extra help at the school. The chief purpose of the bureau, according to Mr. Lee, is to utilize waste time and to inculcate in the boys better ideas of the realities of life. The bureau seeks to suit the employment offered to the character and inclination of the respective boys. Such students as are not physically fit to do outside work or are behind in their studies are not given work.

Among the prominent speakers at the recent convention of the North Carolina State Teachers' assembly was Mr. Carroll G. Pearse, president of the National Education Association. Mr. Pearse in his address took up the subject of industrial education, from the standpoint of the public school. He was entertained at a luncheon tendered by Mr. E. E. Balcomb and participated in by the leading educators of the state.

James A. MacDougall, superintendent of the Portsmouth, N. H., schools, has been elected superintendent of the Westfield, Mass., public schools at a salary of \$2,600. He began his new work on January first.

The North Carolina Teachers' assembly, at its recent annual convention, adopted a resolution authorizing the president to appoint a committee to define the status of women teachers. The resolution proposes that the committee shall learn all of the conditions under which teachers are working in the state and shall suggest improvements in the privileges and opportunities of women instructors. As one of the leading teachers put it the committee is "to find out whether women are teachers or only females."

Superintendent J. A. Carnagey of Paducah has been elected president of the First District Kentucky Educational Association. As chairman of the executive committee of the association, Mr. Carnagey had contributed largely to the success of the convention in December and the members selected him as a fitting tribute to his energetic work.

The Paducah Sun in commenting on the election says:

"The First District Association honored itself in its selection of Professor Carnagey as head of the organization for the ensuing year. He has done splendid work for the association, and will do more this year. He is a man of great capacity for work, a keen intelligence and grasp of things and his administration will be marked by distinctive success, if we know the man."

Quarterly promotions and continuation schools, according to Assistant Superintendent Hicks, in four years have cut down the percentage of backward children in the Cleveland, Ohio, public schools from 28.1 per cent in 1908, according to United States census, to 8 per cent this year.

The 8 per cent of backward pupils who failed was offset by the fact that 8 per cent of the brighter pupils were enabled to skip a quarter under the new promotion plan.



SUPT. J. HENRY WOLFE
Minot, N. D.

President, North Dakota Education Association.



SUPT. JOHN M. MILLS
Ogden City, Utah

President, Utah State Teachers' Association.

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The percentage of retardation among native white pupils was 23.3 per cent, while among the foreign born it was 30.6 per cent.

Mr. John DeHuff, at one time principal of the Peru, Ind., high school, has been chosen superintendent of the public schools of Manila, P. I. Mr. DeHuff has taught in the island twelve years.

Superintendent Ella Flagg Young of the Chicago public schools has been re-elected by unanimous vote of the board of education. Mrs. Young is just entering upon her third annual term.

The Indiana state board of education has recently considered a report of a committee appointed to study the credits to be accepted by commissioned high schools of the state. The committee found that some schools only require twenty-six credits for graduation from a four-year course, while the greater number demand thirty-two. The inquiry brought out the fact that while most schools give the maximum number of credits, there is so much variation in interpretation of the term that some definite standard should be adopted. A further study will be made, leading to the adoption of a rule fixing rigid minimum requirements.

Through the co-operation of the Western Illinois Normal School extension classes have been formed of teachers in the Quincy public schools for professional study. Teaching methods, psychology and the principles of education are the subjects offered during the current year. All teachers who complete the courses and successfully stand an examination become eligible for an increase in salary.

Anaconda, Mont. Teachers of manual training employed by the school board have been granted an increase of pay of \$100 per year.

New Bedford, Mass. A resolution has been introduced in the school committee rescinding all rules by which sub-committees have authority to transfer, promote or demote teachers. The

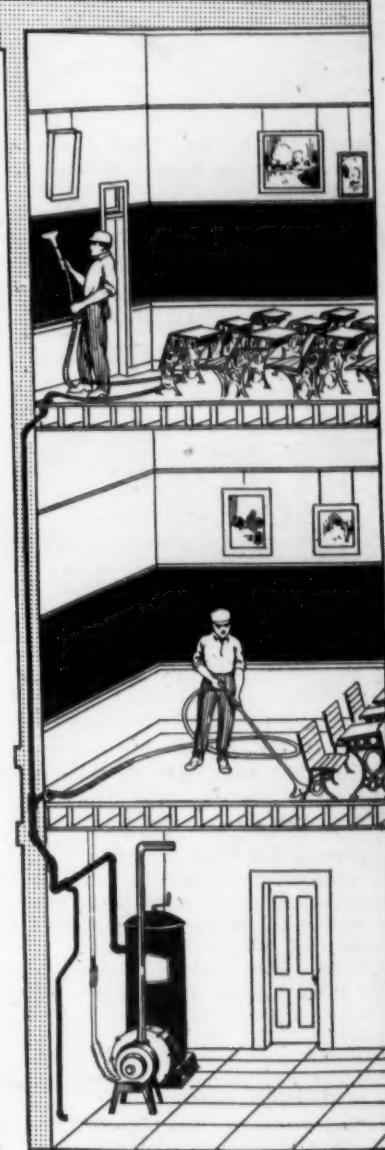
author of the resolution argues that the entire committee is responsible, under the law, for the conduct of the schools and should not delegate duties to a portion of its membership without retaining the power of review and approval or disapproval. The superintendent should have the initiative and practical control, but final sanction should come from a vote of the entire committee.

The natural tendency of teachers to drift away from communities which pay low wages constitutes a danger to the schools of the localities affected which can only be overcome by one remedy. Payson Smith, state superintendent of public instruction for Maine, in a recent interview tells of the situation in his state:

"In past years Maine has contributed many of her best teachers to Massachusetts and the other New England states, because salaries in those states are higher. The loss to education in this state, therefore, has been substantial, though indirect. Lately this tendency, however, has been considerably checked. A few years ago it was the custom of Massachusetts superintendents to visit Maine schools for the purpose of selecting good teachers for their own institutions. This is now rarely done, and more Maine people are remaining at home. Salaries here have been increased, as shown by the average increase of compensation for women teachers in elementary schools in the past two years by \$60. Experience, furthermore, has taught many Maine teachers who have gone out of the state that the higher cost of living more than makes up for the higher salaries offered."

A greatly enlarged enrollment in the Chicago evening schools, causing the funds appropriated for the purpose to be exhausted, has compelled the board of education to close the schools a week earlier than planned.

Mr. J. W. Holton of Sullivan, Ind., has been elected superintendent of the Shelbyville, Ind., public schools.



Grants Leaves of Absence.

As a means of promoting the professional growth and efficiency of teachers in the service, the board of education of Trenton, N. J., adopted the following resolution at its meeting in September:

"Any teacher in the elementary schools desiring leave of absence for the purpose of continuing her professional studies or for educational travel or on account of poor health or need of rest, may on recommendation of the committee on teachers by order of the board of education, be granted leave of absence to the extent of one year without forfeiture of salary except the amount of salary paid to a beginning teacher, \$44 per month, provided that such teacher gives the committee such reports of her plans for her progress in such study or travel, or in case of ill health such physician's certificate as the committee may require; and provided, further that such teacher guarantees that health permitting, she will return to work in the Trenton public schools at the expiration of her leave of absence."

In adopting this resolution, the board had a two-fold purpose. It was designed to make the leave of absence long enough first to give the teacher ample time thoroughly to recuperate her health, or to take courses of study or educational trips really worth while, and second, to warrant the board to secure a regular and competent teacher for the school, so that the school would not suffer as it otherwise might in the hands of transient substitutes, and so that the board would not be compelled to look for additional teachers when the list of applicants, and even of capable substitutes, is exhausted.

Thus far, under this regulation, one teacher has been given a leave of absence on account of ill health, one for the purpose of taking a trip around the world, and one for the purpose of taking a course of study in Columbia University.



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Of the newly elected "small" boards of education in the cities of Pennsylvania none seems to have begun its duties more auspiciously than that of Scranton. The keynote to the ideal which this body of nine men has set for itself was briefly outlined by Hon. Frank Hummler, first president of the board, in his inaugural address. He said in part:

"I believe you are fully conscious of the tremendous responsibility the citizens of Scranton have put on us when they elected us the first directors of this board of nine.

"The school board is the most important political body in this community. The disbursements the last fiscal year were \$982,000. It has on its payrolls some eight hundred employes. It has under its charge seventy-four school buildings and subsidiary buildings, representing a value of almost three million dollars.

"But large as these figures are, they are insignificant contrasted with the fact that we have under our care the mental and physical welfare of more than twenty thousand children, and that it depends, in a great measure, on our decisions and acts to what sort of men and women these children will grow up.

"We are the first body elected under the new school act, and we have the task before us to carry out its provisions in such a manner that its benefits will be realized and not frustrated.

"A whole new working system will have to be inaugurated to meet the new conditions. This cannot be done at once, for the most experienced mind could not foresee all contingencies. We have to build as we go along, guided by experience. I shall, therefore, limit myself to one general recommendation.

"My idea is that the actual executive work of the board should be turned over, as much as possible, to responsible heads of departments, under the direction of the board, however, and subject to its approval. To accomplish this, I would suggest that the work be divided into three departments: education, finance and accounts, and buildings and supplies. The superintendent of schools would be the head of the department of education, having similar duties to the ones he has now, and the secretary of the board likewise would be the head of the department of finance and accounts. A superintendent of buildings and supplies should be placed at the head of the third department, who would be responsible for the condition and care of all school buildings and premises, who would have under his charge the janitors and mechanics employed by the district, and who would be the executive agent of the board for the purchase, custody and distribution of all supplies needed for the schools, under such regulations, of course, as the board shall prescribe. I might say in passing that nearly all the squabbles in the old board happened in this department, due, in a large measure, to a lack of centralization, and I believe that if properly organized this department will be run as smoothly as the others.

"Large powers should be given these heads of departments to enable them to do effective work.

"Corresponding with these three departments, I would suggest that we have three standing committees, to be known by the same names as the departments, each committee to have supervision over its respective department.

"I think such a division will greatly simplify

the work of the board which under the old system was distributed promiscuously among twenty-two controllers, ten committees and a large number of subordinates."

SCHOOL BOARD NEWS.

A new system of school enumeration throughout Oklahoma, to prevent the possibility of padding the enumerators' returns and insuring an equitable distribution of the state school funds, has been arranged by State Superintendent R. H. Wilson, and will be put into operation when the state school census is taken beginning January 15, 1911.

In the past, there has been no method of ascertaining whether school enumerators called at every home for the purpose of determining how many children of school-age were in each family, and it has been possible to give a fictitious enumeration if the school census taker was so inclined. The new blanks are put up in book form, with one page for each family. After taking the names of the children of the age specified, the enumerator must secure the signature of their parents or guardian, and this insures a return from an authoritative source.

The distribution of the state school fund is based upon the returns of the enumerators. The per capita distribution last year was about \$1.85, and by adding a few hundred names, the salary of an extra teacher might be paid. In addition to insuring an equitable distribution of funds, the new plan which Superintendent Wilson has adopted will furnish accurate information as to the number of children of school-age in any particular district, which is required in issuing bonds.

The Rochester, N. Y., board of education has recently engaged W. A. Averill of New York City to devise and put into operation a comprehensive system of statistical information and financial accounting for the schools. Mr. Averill has been connected with the New York Bureau of Municipal Research for several years and worked out the accounting system used in the schools of that city.

Janitors in the schools of Binghamton, N. Y., will in the future be paid semi-monthly.

The magnificent new high school at Decatur, Ill., was dedicated on Friday, November 17th, with appropriate exercises. The speakers included Principal J. Stanley Brown of Joliet, Ill.; President Livingston C. Lord of Charleston, Ill.; Dean David Kinley of Urbana, Ill.; Mr. W. C. Outten of Decatur, and Mr. R. E. Heironymus of Springfield, Ill. Commissioner P. P. Claxton delivered the dedicatory address. Each of the speakers touched upon a phase of the general topic, "The Function of the Modern High School."

The pupils of the Ely, Minn., schools contributed substantially to charity at Thanksgiving time by collecting clothing, food and funds for destitute families. Over \$300 worth of provisions and \$30 in cash were packed in boxes by the teachers and children and taken by team to the homes. The teachers of the high school prepared a turkey dinner for fifty children and the teachers of the grade schools acted as waitresses.

The police department and the corps of attendance officers of Louisville, Ky., have arranged a plan for co-operating in the detection of truancy cases. Patrolmen are under instructions to question all children of school age found playing or loitering on the streets during

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school hours. The names and addresses are reported through the police headquarters to the school board office and a truant officer is sent to investigate. The plan has worked well during the fall and early winter months.

Lansing, Mich. The school board has recently committed itself to a policy of allowing the schools to be used for civic and social purposes of a non-partisan character. Supt M. L. Cummings, the principal of the high school, and the building committee have been constituted a special committee to grant permits for the use of the school assembly rooms.

The Des Moines board of education has been made defendant in an injunctive suit brought by the "Greater Des Moines Committee" to compel the vacation of the present executive offices. The suit is an outgrowth of an agitation begun by the local press for greater economy in the conduct of the school affairs and seeks ultimately to force the board to take quarters in either the public library or the new city hall at a nominal rental. The petition for the injunction alleges that Mr. Robert Fleming, a member of the board, is one of the proprietors of the building where the offices are now housed and that it is contrary to public policy for the school board to enter into a contract with any of its members.

Brockton, Mass. Savings banks for the pupils of the elementary schools have been opened.

Reorganization of the public school system of New York City, to reduce as much as possible the cost of equal pay for women and men teachers, is being provided for by the board of education. The present classification of schools, according to number of classes, has been wiped out and the board of superintendents has been authorized to regard a group of schools as one school or organization. This forecasts the consolidation of small schools. The number of assistants to principals per school has been reduced by allowing one for each thirty classes instead of each twenty-eight. The provision for teachers of graduating classes has been eliminated and qualifications have been set for head teachers. One additional teacher or clerk will be assigned to schools having twelve or more classes.

The Chicago board of education has recently put into service a three-ton motor truck for delivering school supplies, furniture and building material from its warehouse to the schools. The truck has given such efficient service that a second car has been ordered. The two trucks will replace five or six teams.

The new Pittsburgh board of education has fixed its first annual school tax levy at six and one-half mills. The amount is to cover not only the current expenses of conducting the schools during the fiscal year of 1912, but is also intended to wipe out a floating indebtedness of \$264,510 incurred by the old district boards. In adopting the levy the board voted that no bonds should be issued except for such permanent additions to the school plant as buildings and new sites.

New Bedford, Mass. The rules of the school committee have been amended so as to require the secretary to keep an accurate record of the proceedings of all sub-committees. It has been customary to record only the reports prepared by sub-committees for the consideration of the general committee, and in a number of instances serious embarrassment has followed the lack of definite information.

CONFERENCE OF THE CHIEF STATE SCHOOL OFFICERS OF THE UNITED STATES.

The Conference of the Chief State School Officers of the United States held at Topeka, Kansas, October 18, 19 and 20, 1911, adopted the following principles governing the recognition of diplomas from standard colleges and universities situated in the various states, and of certificates issued in such states.

A. Recognition of Diplomas from Standard Colleges and Universities.

A diploma from a standard college or university granted upon the completion of a 120-hour course, including fifteen hours in education shall be recognized.

Definition of a Standard College or University.

To be considered a standard college, all the following conditions must be fully met:

1. The completion of a four years' secondary course above eighth grade shall be required for college entrance.
2. The completion of 120 semester hours shall be required for graduation.
3. The number of class hours for the heads of departments and for students shall not regularly exceed twenty a week.
4. A faculty properly qualified shall consist of graduates of standard colleges and each head of a department shall hold at least a master's degree from a standard college or have attained eminent success as a teacher.
5. The library shall consist of at least 5,000 volumes of standard works selected with reference to college subjects and exclusive of public documents.
6. The laboratory equipment shall be sufficient to establish efficient laboratories in all laboratory courses offered.

(On motion, the chair was instructed to appoint a committee of three to prepare a more definite statement as to the content of a standard library; and to define more definitely the required minimum laboratory equipment for a standard college or university. Said committee to report at the next conference. The following committee was appointed by the chair: Supt. A. C. Nelson of Utah, Supt. C. P. Cary of Wisconsin, and Supt. W. E. Harmon of Montana.)

7. Endowment or Annual Income.

(a) The means of support is defined as requiring a permanent endowment of not less than \$200,000, or an assured fixed annual income, exclusive of tuition, of at least \$10,000; provided that this requirement shall not be mandatory until five years after the institution has been recognized; provided, further, that this requirement shall not be so interpreted as to work injustice to institutions in which the instruction is, in whole or in part, gratuitous.

(b) The college must maintain at least seven separate departments or chairs in the arts and sciences. In case the pedagogical work of the institution is to be accepted for certification, the college must maintain at least eight chairs, one of which shall be devoted to education. At least five of the eight heads of these departments shall devote not less than three-fourths of their time to college work.

B. Recognition of Diplomas or Certificates from Normal Schools and Teachers' Colleges.

Diplomas and certificates from Normal schools and teachers' colleges conforming to the following conditions shall be recognized:

1. The minimum requirement for an approved normal school or teachers' college shall be a two years' course preceded by a four years' high school course or its undoubted equivalent.
2. The four years' normal school or teachers' college course preceded by the four years' high school course shall be given the same recognition as the four years' college course.
3. Every approved normal school or teachers' college shall maintain an efficient practice school.

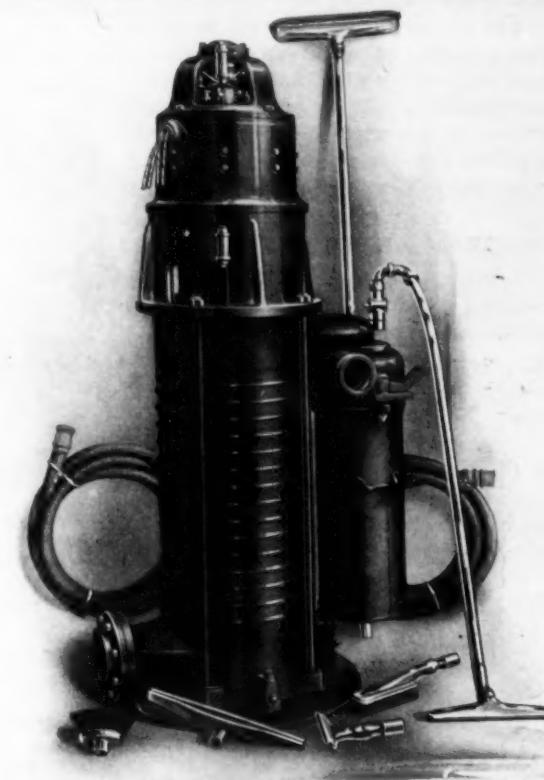
C. Recognition of Credits Secured upon Examination by State Authorities.

Credits shall be accepted when secured in accordance with the following requirements:

1. Credits obtained by examination shall be accepted subject for the corresponding grade of certificate; provided, that the examination questions are prepared and answer papers graded by the state superintendent of education: Provided, that in the case of life or similar higher grade certificates the passing standing shall not be less than 80 per cent in any subject, and that in case of the lowest grades of any certificates the passing standing shall not be less than 90 per cent in any subject. Provided, further, that in determining the corresponding grade of certificate this recognition of credits shall apply to any certificate regardless of territorial restrictions in the state wherein the certificate was issued.

2. Equivalent credits for any subject or subjects may be accepted at the discretion of the proper authority of the state wherein recognition is sought.

3. Credits for successful experience may be allowed in accordance with the regulations in force in the state where recognition is sought.



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D. Recognition of Diplomas and Certificates.

1. Diplomas or certificates subject to inter-state recognition shall have the same privileges as similar certificates or diplomas in the state wherein recognition is sought. Provided, that in the case there is no certificate of corresponding grade in the state in which recognition is sought, the certificate next lowest in grade shall be issued.

PROGRAM ANNOUNCED.

Secretary Irwin Shepard of the National Education Association has announced recently the program, railroad and hotel rates and other details of the convention of the Department of Superintendence, which is to take place at St. Louis, February 27-28-29. The National Council of Education and the Department of Normal Schools, the National Society for the Study of Education, the Society of College Teachers of Education, the National Committee on Agricultural Education and the Educational Press Association will meet with the superintendents.

Several of the societies will open their sessions on February 26th, but the greater number of meetings will be held on the 27th and the following days.

Superintendent Ben Blewett of St. Louis has assured Dr. Chadsey, president of the department, that all preparations for the convention are being rapidly made by the citizens and school officials of the convention city. The general sessions will be held in the Odeon Theater and the headquarters will be located in the Planters Hotel. The round tables and meetings of the associated societies will be held in the assembly rooms of the hotel and in halls conveniently located in the immediate vicinity. Hotel rates may be had by addressing the St. Louis Convention Bureau or any of the hotels which Dr. Shepard prints in his program bulletin. St. Louis is so large and is so accustomed to handling large conventions that the department should find no difficulty in securing adequate hotel accommodations.

While all the railroad associations have not yet acted on the rates which are to be in force for the convention, it is practically sure that a fare of one and one-third, or one and one-half, will be in force for the round trip. The individual railway lines of the Central, Trunk line and the New England Passenger Associations have made a rate of one and one-half fare on the certificate plan. The rate applies from all points north of the Ohio and Potomac rivers and eastward from Chicago, Peoria and St. Louis; also from certain points in West Virginia and Virginia. The rate will only apply provided the association has an attendance of 1,000 persons who present certificates for validation.

The Trans-Continental Passenger Association has made no special rate although members from the Pacific Coast can avail themselves of a reduced rate amounting to about one and one-third fare.

The lines of the Southwestern Passenger Association have granted individually a fare of one and one-third on the certificate plan. The states south of Missouri are included in this association.

Although the Western Passenger Association has not yet acted, it is probable that a fare of one and one-third will be granted.

The National Council of Education will begin its sessions Monday morning with the consideration of the report of a committee on Culture Element and Economy of Time in Education. In the afternoon of the same day the preliminary report of a committee on Special High School Preparations of Candidates for Normal Schools will be discussed, and in the evening a preliminary report will be presented by a committee on Problems Relating to the Health of the School. On Wednesday a preliminary re-

port on Rural School Education will be discussed.

The Department of Normal Schools will meet Wednesday afternoon and Thursday morning. The topics to be discussed include The Attitude of Normal Schools Toward Education, Agricultural Education and Efficiency of Normal School Students.

Preliminary Program.

TUESDAY MORNING, FEBRUARY 27.

Topic: Organization Affecting the Course of Study and Economy of Time.

(1) Waste and Efficiency in School Studies.—Supt. W. H. Elson, Cleveland, O.

(2) Departmental Teaching in the Elementary Grades.—Supt. W. L. Stephens, Lincoln, Neb.

(3) The Child versus Promotion Machinery.—D. E. Phillips, President, Board of Education, Denver, Colo.

(4) Some Adjustments and Changes in the Course of Study and School Organization Suggested by the Needs and the Capacities of Children that Vary from the Standards Set for Average Pupils.—Supt. D. H. Christensen, Salt Lake City.

(5) The Junior High School.—Supt. J. H. Francis, Los Angeles, Cal.

TUESDAY AFTERNOON.

Topic: The Determining of School Efficiency.

(1) The Value of the Educational Commission in Determining the Efficiency of a City School System.—Calvin N. Kendall, Trenton, N. J.

(2) The Relation of the Urban Community to Its School System.—Supt. M. G. Brumbaugh, Philadelphia, Pa.

(3) How May a City Best Determine Its Unmet Educational Needs?—W. H. Allen, Bureau of Municipal Research, New York City, N. Y.

(4) The Principles Underlying Municipal Investigation of City School Systems.—Prof. Paul H. Hanus, Cambridge, Mass.

(5) Quantitative Tests in Education.—George H. Chatfield, Secretary, Permanent Census Board, New York, N. Y.

(6) The Criteria of Judgment in Determining the Relative Efficiency of City School Systems.—Supt. W. E. Chancellor, South Norwalk, Conn.

TUESDAY EVENING.

Ideals and Modern Education.—President A. Ross Hill, Columbia, Mo.

The Function of the Kindergarten in the American Public School System.—Lucy Wheelock, Boston, Mass.

WEDNESDAY MORNING, FEBRUARY 28.

Topic: Problems Relating to Child Welfare.

(1) The Duty of Superintendents in the Enforcement of Child Labor Laws.—Owen R. Lovejoy, General Secretary, National Child Labor Committee, New York, N. Y.

(2) How Far Shall the Public School System Care for the Feeble-minded?—Supt. James H. Van Sickle, Springfield, Mass.

(3) Does the City Trade School Successfully Meet the Demand for Vocational Education for the City Child?—Supt. Carroll G. Pearse, Milwaukee, Wis.

(4) How Should the School System Contribute to an Intelligent Choice of Vocation on the Part of the Pupil?—Asst. Supt. George Platt Knox, St. Louis, Mo.

(5) The Education of Girls.—L. D. Harvey, Menomonie, Wis.

WEDNESDAY AFTERNOON.

Round Table of State and County Superintendents. Topic: Agriculture in the Rural School.

(1) The Educative Value of the Study of Agriculture.—Earl Barnes, Philadelphia, Pa.

(2) The Teaching of Agriculture in the Schools: (a) To What Extent Can Agriculture be Taught Below the High School? (b) What the States Have Done in Teaching Agriculture in Rural Schools.—Philander P. Claxton, United States Commissioner of Education, Washington, D. C.

Round tables of superintendents of larger cities and of superintendents of smaller cities will be led respectively by Supt. S. L. Heeter of St. Paul and Supt. S. O. Hartwell of Kalamazoo, Mich.

WEDNESDAY EVENING.

(1) America's Most Important Unsolved Educational Problems.—P. P. Claxton, U. S. Commissioner of Education, Washington, D. C.

(2) The Schoolhouse as the Civic and Social Center of the Community.—Edward J. Ward, University of Wisconsin, Madison, Wis.

THURSDAY MORNING.

Joint session with the National Council of Education.

Topic: By What Standards or Tests Shall the Efficiency of a School or a System of Schools be Measured?

Preliminary report presented by special committee, headed by Professor George E. Strayer, Columbia University, New York, N. Y.

THURSDAY AFTERNOON.

(1) The Bookman in His Relation to the Text-book Problem.—Frank A. Fitzpatrick, Manager, American Book Co., Boston, Mass.

(2) The Effect on Education and Morals of the Moving Picture Shows.—Supt. Joseph R. Fulk, Seward, Neb.

(3) The Standardization of Janitor Service.—Supt. Guy Wilson, Connorsville, Ind.

(4) Relative Cost of Education of High and Elementary School Pupils.—Supt. Ernest O. Holland, Louisville, Ky.

GERMAN IDEAS FOR HEATING AND VENTILATING SCHOOL BUILDINGS.

At the meeting of the Congress for Heating and Lighting, held in Dresden, Germany, June 14 last, Schumacher, of Berlin, read a paper on the above topic, in which he laid down the following general principles:

(1) The normal temperature of classrooms should be 18 degrees C. = 64.4 degrees F. at the height of the scholar's head; temperatures below 16 degrees C. = 60.8 degrees F. or above 20 degrees C. = 68 degrees F. are to be avoided.

(2) Where the arrangements are properly made, hot water or low-pressure steam is advisable.

(3) Where double sash is used, the radiators may be on the inner walls.

(4) Artificial ventilation is unquestionably necessary. The minimum amount permissible is thorough replacement of the entire volume of air every 20 minutes.

(5) Where the air for ventilation is cooler than that in the room, it must be equally distributed.

(6) Fan ventilation is preferable to any other system.

(7) Air outlets are necessary; but for pressure ventilation the outlets should provide for a maximum of half the amount of newly introduced air. Overhead outlets are necessary only when the lighting is by gas, or when there is no cooling by the introduction of cold air.

(8) Thorough ventilation of the classrooms for some minutes in the pauses is recommended, even for schools with good ventilating appliances.

(9) Opening the widows during class-time is under no circumstances permissible.

(10) Appliances for moistening the air are absolutely unnecessary.

(11) Where there is no automatic apparatus to insure a regular temperature, attention to the radiators and ventilators should not be by teachers or scholars, but by employers. Such apparatus is highly recommended.

(12) In large cities, teachers of heating are necessary, who should see that the heating plants are properly attended to.

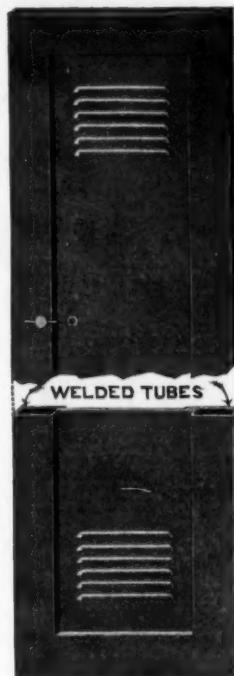
Heating and Ventilating Magazine.



SUPT. MILTON C. POTTER

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President, Colorado State Teachers' Association.



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 High School - - - - Nebraska City, Neb.
 Milliken University - - - - Decatur, Ill.

High School - - - - Harvey, Ill.
 High School - - - - Carthage, Mo.
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 High School - - - - Memphis, Tenn.
 High School (1000 lockers) - - - - Elgin, Ill.
 High School - - - - Rochester, Minn.

Railroads are using them: The Lake Shore, the Rock Island, the Burlington, the Northwestern and others. Lots of corporations, such as Standard Oil Company, Detroit Stove Works, Illinois Malleable Iron Co., L. Wolff Mfg. Co., Illinois Steel Company. Leading Clubs, Medical Colleges—Municipal corporations (the City of Chicago among them), secret societies; are also well represented in our list.

Such a success have we made of Steel Lockers that we have run our machinery night and day for months, and now we have just moved into an addition to our factory, which increases our facilities 40 PER CENT. All this is due to the merit of our new

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It's the BEST LOCKER DOOR you ever saw. We will match it for strength and rigidity against any door you can find. It's all steel and it's made up of one piece. You know how strong a tube is for the metal that's in it—stronger than any other shape against all kinds of strains. Well—this door has tubes on each side—the stiles are tubular, and they're WELDED from top to bottom. Welding is stronger than riveting, it never gets loose, it never "gives" under strain and it looks a lot better, for you can't see any rivet heads nor hammer marks. The surface is just smooth and clean. THERE ISN'T A RIVET NOR BOLT IN THE MAKE-UP OF THIS DOOR. Even the hinges are welded to it.

It has a panel 7-16 inch deep, the whole length, and in large sizes we put in cross rails, also welded, to add to its classy appearance. We put in louver ventilation, $\frac{1}{4}$ -inch slots 5 inches long, or holes, round or square. Louvers are best; look better and keep out dust and sparks in case of fire.

The door has a neat turn handle—brass number plate, and any kind of lock you want. Finished in best baked enamel or in black japan.

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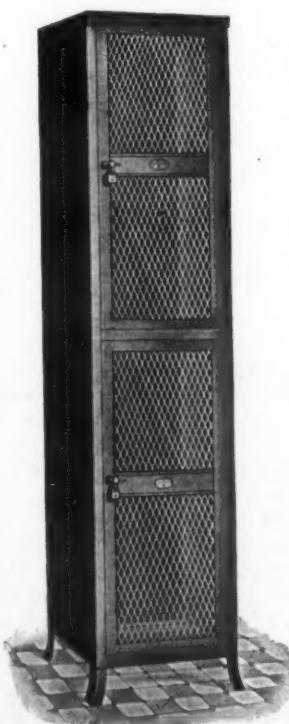
Shows in the

LOCKER DOOR

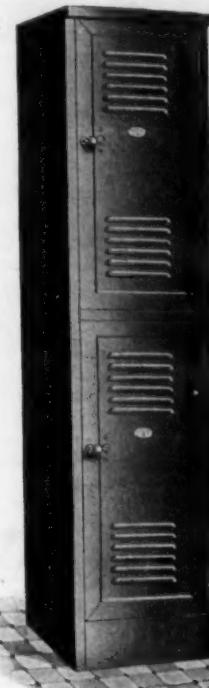
Ask us more about it—our prices, etc. If you're interested we will be glad to send a sample free, for you to look at,—to be returned at our expense.

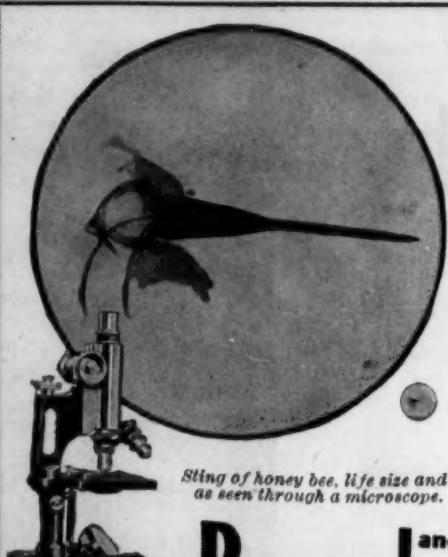
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"If a man preach a better sermon, write a better book, or build a better mousetrap than his neighbor, tho' he hide himself in the wilderness, the world will make a beaten path to his door."



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The Philadelphia board of education has recently inserted a section in its code of by-laws, defining the conditions under which non-resident children may be admitted to the public schools. Under the Pennsylvania statutes a non-resident is a child whose parents, if living, reside elsewhere in the city in which the child desires to attend school, or whose surviving parent, in case either father or mother be dead, or whose guardians, if there be one, do not live in that city.

The board permits the admission of such children according to the following rule:

Non-resident children may be admitted, without charge, to the elementary schools in the following named classes:

1. Where the parents are dead and the child is domiciled with a relative or other person residing in Philadelphia.

2. Where the parents are non-residents and the child is continuously in the care of a resident relative or friend.

3. Where one parent is dead, the other living wherever he or she can find employment, and the child is in the care of a resident relative or friend.

4. Where the parents, whether residents or non-residents, have separated, and in consequence of such separation the child is living with, and in the care of, a resident relative or friend.

5. Where the parents live in a foreign country or distant place remote from Philadelphia, and the child is permanently living with a resident relative or friend.

6. Where the child has been taken from an orphanage or a society by a person domiciled in

Philadelphia, under promise to provide for the education of such child; or where the child is employed as a domestic in a resident family.

7. Any application made for a reason not falling under one of the foregoing heads may be reported for the consideration of the committee, if, in the judgment of the superintendent of schools, the reason is a strong one; but no such application shall be reported unless it be of a character which will permit uniformity of action by the committee in all like cases.

All applications made under any of the foregoing heads shall be reported by the superintendent of schools to the committee for approval in accordance with the provisions of the by-law.

The application shall be made on the blank form to be furnished by the board, and oath or affirmation shall be made to the truth of the statements contained therein.

GENERAL DIRECTIONS, B.

Children living outside the limits of Philadelphia may be admitted to the elementary schools therein—

1. Where the child resides one and one-half miles or more by the public road from the nearest public elementary school in the district of residence and free transportation to such school is not provided.

2. Where the board of school directors of the district of residence assign pupils to this district by reason of the closing or consolidation of any of its schools.

In the cases coming under the headings Nos. 1 and 2, the board of school directors of the county of residence must pay the cost of tuition, textbooks and school supplies, which shall not exceed that of the tuition, textbooks and school supplies of other pupils pursuing similar courses of studies in the same schools.

3. Where the board of school directors of the district of residence, on account of convenience of access or other reasons, permit pupils to attend the schools of this district on such terms as the two boards of school directors may mutually agree upon.

Application for admittance made for any of the above reasons must either be accompanied by a letter from the secretary of the school board of the district of residence, setting forth the heading under which the application is approved by

the school board; or must state that the cost of tuition, textbooks and supplies will be paid for by the applicant.

NEW RULES AND REGULATIONS.

Long Beach, Cal. The school committee has added the following section to its rules:

"Teachers shall avoid corporal punishment where obedience can be obtained by milder means. In administering corporal punishment they shall avoid striking the head and the hands. They shall use a switch or light strap in such manner as not to inflict bruises or lasting marks and shall have at least one teacher as a witness. They shall at once report such punishment to the superintendent. They may refer all incorrigible cases to the principal."

The school board of Altoona, Pa., has recently passed a rule prohibiting the dismissal of pupils before the close of classes for any except grave reasons. In commenting on the action of the board, Mr. Paul Kreuzpointner, a prominent Altoona manufacturer, wrote in a local paper:

"To prohibit the indiscriminate dismissal of school pupils, on the demand of parents under all kinds of pretenses, was a sensible and businesslike action and deserves the support and approval of every thoughtful taxpayer. Stripped of all sentimentality, the school is a plant supported by the taxpayer, for the production of goods of an intellectual nature, these goods to be used eventually for the promotion of the material and spiritual welfare of the pupils of the community and of the nation. A breaking into the organized working machinery of the school plant, just like the breaking into the working of any other plant, will result in the disorganization, more or less, of the management of the school, just as the irregular stopping of trains disorganizes the time schedule of trains, and deprives the pupil of part of the advantages for which the school plant was established."

"And since the benefits the pupil is to receive in the school are not only calculated to benefit the pupil, but also the community and the state,

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the individual parent has no right and is not justified, for purely personal and sentimental reasons, to infringe upon the working arrangements of the school and diminish its benefits to the pupil at the expense of the community."

Abilene, Kan. Following difficulties between the two secret societies existing in the Abilene high school, the school board has compelled the disbanding of the organizations. Rules prohibiting all clubs except class societies under the supervision of the faculty have been adopted.

Massillon, O. The school board has amended its salary rules so as to make the pay of cadet teachers \$2 a day for every day they work, over and above a minimum of ten days a month, for which service they receive a fixed salary of \$20.

Omaha, Neb. The school board has recently ordered that no supplies, even such as are needed for emergencies, be purchased by any employee of the schools except on written order from the secretary.

Creston, Ia. The rules of the school board have been so amended as to permit the employment of teachers holding first-grade certificates only. Kindergarten assistants will be exempted from the operation of the rule.

Brockton, Mass. The school committee, which has in the past exercised no control over the athletics in the high school, has by a new rule decided to appoint a committee which shall supervise the various school teams. The faculty of the high school has always been represented, unofficially, on all teams existing among the students and has practically determined every important move. The school committee is now determined to become responsible for the ball leagues existing in the elementary schools and for all high school teams.

Waterbury, Conn. The school committee has recently adopted a rule that principals who have supervision of double-session rooms during an entire semester receive extra pay for such rooms. In several buildings the classes are so crowded that two teachers must be employed

for a single grade, each holding a long half-day session with her pupils. The janitors will also receive double compensation for cleaning such rooms.

Hartford, Conn. The board of school visitors has recently amended its rules so as to provide special help for students of the high school who for some reason or other fail to do satisfactory work. The rule reads:

"Any member of the high school whose average of scholarship shall be less than five on a scale of ten for a period of twelve consecutive weeks, shall be assigned to a special class with special tutors. When such pupils have increased their standing so that their average is above fair, they shall be returned to the class."

The county board of education for Paducah County, Kentucky, has recently adopted a rule that the trustee of each district sign the teachers' monthly report and that the chairman of the county board countersign the monthly salary certificate of every teacher. The former will insure a verification of the teacher's claims for service and the latter the correctness of the amount allowed.

BROADER USE OF SCHOOL BUILDINGS. *(Concluded from Page 14)*

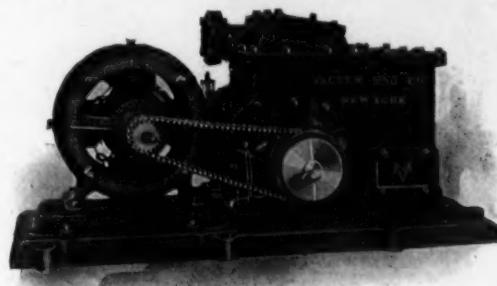
should be equipped with suitable gymnastic and other apparatus, and competent instructors employed, who should properly be under the general supervision of the public school director of physical culture. If left to themselves the children are more apt to be quarrelsome and to cultivate coarse manners. When supervised they can be taught sports and interesting games that will put life, vigor and brains into their play, and will so influence them that all discord will be eliminated.

* * * * *

It is inevitable. All cities and towns must face the question of a broader use of public school buildings. Recognizing this, I wish to

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advance what I deem some sound propositions.

In the first place we should remember that the prime purpose of a public school building is education for the youth, and we must allow nothing to interfere with this purpose.

The moneys raised for the maintenance of the public schools must be kept intact and used for no other purpose.

A separate fund should be established for the new departures.

When erecting new school buildings, the question of a broader use of the plant should be considered and proper provision made to meet the desired innovations.

The board of education must be recognized as having sole charge of public school buildings and grounds and no other body must be given any authority over them. There must be no division as to authority.

* * * * *

During the early fall weeks in the various counties throughout the state, agricultural fairs were held. The state itself held this year, and for many past years, an agricultural fair. Tremendous interest has been awakened in the improvement of live stock, in the production of more economical machinery for planting, reaping, threshing, stacking. Competition is keen among men as to refining a breed of sheep, as to raising colts or calves perfect, according to their type, as to producing vegetables and fruits of the soundest, sweetest and most palatable variety. Should not this wholesome activity enthuse us and stimulate our efforts along lines for causing a better, higher and nobler citizenship? In a broader use of public school buildings we find an avenue that may lead us to the desired goal.

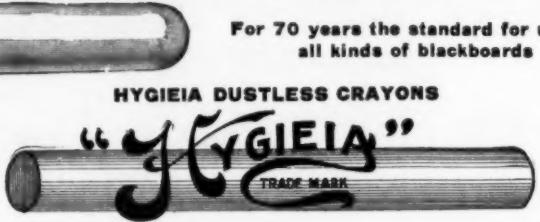
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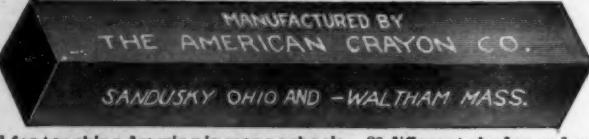


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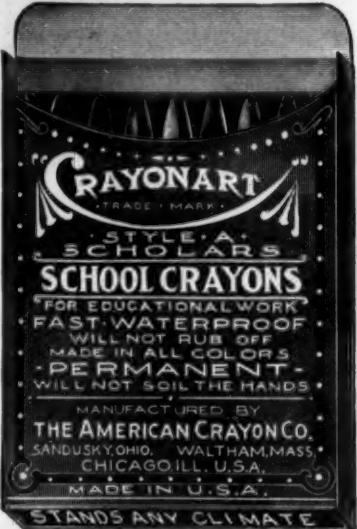
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School Room Hygiene

Harrisburg, Pa. The school board has provided for the establishment of an open-air school. A committee was sent to study the operation of open-air schools in several of the eastern cities, and the board's action is the result of the report of this special committee.

Because practically incalculable loss has resulted in many of the school districts of the state of Indiana from the closing of schools at the first sign of an outbreak of diphtheria or other contagious diseases, the state board of health has issued a letter of protest against such summary action.

"Coincident with the annual opening of the public schools, diphtheria, scarlet fever and other communicable diseases increase," says the writer. "This is because certain children are temporarily carriers of the specific infection. The disposition on the part of the laity, and many health officers as well, to close schools on the first appearance of any contagious disease, is not to be commended and the state board of health advises against such procedure.

"Careful medical inspection of school children is far better than closing the schools. All pupils showing symptoms of sickness in any degree whatever must be sent home. When diphtheria occurs, exclude all children whose throats are inflamed or swollen in the slightest degree. Such cases must be isolated and quarantined. This is the practical and business-like way to handle all outbreaks of communicable disease so far as the schools are concerned."

The officials of the Hoosier state health board do not wish the letter to be understood as an attempt to compel school officials to exercise less care in handling epidemics in schools. They declare the letter simply is a protest against indiscriminate closing down of schools and the

resulting loss of money and time when there is little or no occasion for such action.

Dental inspection has been introduced in the public schools of Coldwater, Mich., through the energetic work of Supt. C. A. R. Stone, who prevailed upon local dentists to devote their services gratis. The standard blank for recording the condition of children's mouths is used and parents are regularly notified of defects.

"If a mother prefers to have the physical examination of her daughter in the public schools made by a woman physician, she should have that privilege. There should be a sufficient number of women on the medical inspection staff of the schools to meet such demands." This, in substance, is the reason why a committee representing women physicians of Boston are asking the board of health to appoint more women to the medical inspection staff of the public schools. At present only one woman physician is employed.

The plan followed in conducting the medical inspection of children in the San Jose, Cal., public schools has been subjected to considerable criticism in the local press. Fault has been found with the manner in which the inspection has overridden the rights of parents. The expressions of citizens agree in requesting that the board make the physician's diagnosis dependent upon the acceptance of the parents. They also ask that the doctors be prohibited from giving children any information as to diseases or defects which they may find. The parents are to be notified in such a way that the children are not alarmed unnecessarily.

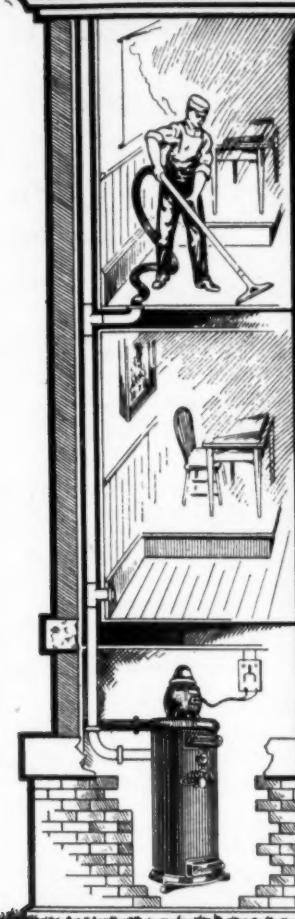
St. Paul, Minn. As a means of improving health conditions in the schools, Supt. S. L. Heeter has recently changed the daily physical exercises from a single ten-minute period to four

three-minute periods. At recess, during the noon hour and during the exercise periods all windows must be opened so as to flush the rooms with fresh air. Standardized thermometers have been placed in all classrooms so that the temperature may be kept at 68 degrees Fahrenheit, and janitors are required to make five readings daily. A record of the temperature must be kept and forwarded to the superintendent's office. Recesses must, when the weather permits, be taken in the open air. Teachers are required to report monthly the number of indoor and outdoor recesses.

The free dental clinic conducted by the medical inspection department of the Milwaukee public schools has shown its value, according to Dr. Geo. P. Barth, not only in greatly improved condition in the teeth of all pupils, but also in better general health. The schools employ a woman dental inspector who devotes her entire time to examining children's mouths, recording findings and making reports to parents. Needy cases are referred to the clinic to which 200 local dentists each devote one-half day service, in turn, without compensation. During the school year, between forty and fifty children are treated each month, and the individual treatments exceed 225 per month.

The public schools of Wisconsin have received nearly \$5,000 worth of prizes for their efforts in aiding the anti-tuberculosis campaign through the sale of Christmas seals. The prizes included a number of Hamrick-Tobey drinking fountains, a Victor talking machine, a McIntosh College Bench lantern, a Mueller ventilating stove, a number of Milwaukee dustless brushes, a complete Frick program clock system, supplies of "Standard" paper towels, a number of volumes of the Gulick Hygiene Series, a \$325 European tour, and a number of other small articles.

The Erie County Medical Society, the membership of which is largely in Buffalo, has passed resolutions condemning the lack of ventilation in the public schools of that city, and calling for an investigation to determine the re-



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The TUEC is of the simplest construction, easy and inexpensive to install in old buildings as well as new, and requires no cost for upkeep or repairs. It works on the smallest electric current of any system ever made, and is so much more efficient than any other device of the kind as to be in a class by itself.

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lation between the condition of the school rooms and the increasing infirmities of defective children and the recruiting of "repeaters," or those children whose deficiencies require them to take their studies over again.

The resolutions were presented to the board of aldermen and referred by that body to the committee on schools. They were signed by Drs. Van Peyma, Clark and Hopkins, the society's committee on public health.

It is stated that the records of the city board of health demonstrate beyond question or cavil that the air of most of the city school rooms is so polluted as to endanger the health and lives of the children, and that the work of the medical inspector of schools further demonstrates that from 10 to 17 per cent of the school children are defective, while records show that 17,117 children are "repeaters."

The resolutions state that, while all plans for school buildings since 1901 have contained minute and accurate provisions for the construction and testing of ventilation apparatus, persistent inquiry has failed to find the official records of tests required by the plans and specifications.

Kewanee, Ill. After an extended test of individual paper towels in the public schools the board of education voted last month to abandon the system and return to old-style towels.

Sanitary drinking fountains have replaced all faucets and common cups in the public schools of Helena, Mont.

SCHOOL LAW.

A permanent injunction preventing the Des Moines, Ia., board of education from levying a four-mill tax for school building purposes was issued on December first, at the instance of a local civic organization. The court held that the levy was unlawful because it had not been submitted to a vote of the people.

Teachers who retired before the passage of the Connecticut old-age pension law cannot receive an annuity from boards of education even if they served for forty years or longer. Boards cannot re-employ such teachers for a time and then grant them a pension under the statute. This is in brief the content of an exhaustive opinion which the city counsel of New Haven, Conn., recently gave to the retirement committee of the board of education of that city to

determine the legality of several applications from retired instructors. The counsel holds that the law plainly provides a pension for teachers who were regularly employed at the time of its passage and that only by a flagrant abuse of power might it seek to extend the benefits to the applicants in question.

Members of school boards in Iowa have no legal right to write fire insurance on any property belonging to school districts, neither do they have any right to sell any supplies or materials to schools, according to an important opinion handed down by N. J. Lee, special counsel of the Iowa Department of Justice.

The opinion goes even further than this and makes the sweeping assertion that members of a school board have no legal right to deal with the board of which they are members, for supplies for the district, if by the deal such member is to make any money.

The case arose in one of the interior counties of the state where a member of the school board, who is an insurance agent, sought to take insurance on school buildings in the companies which he represents.

That portion of the opinion directly affecting the question says, "Aside from the statutory prohibition against the practice the common law prohibits a member of the school board from selling materials or supplies to the school district. The logic of this case applies with equal force to the selling of fire insurance to the school district. Both are against the public policy."

Louisville, Ky. A bill has been prepared for introduction in the Kentucky legislature, the purpose of which is to increase the number of members on the board of education from five to seven. The representation is to be changed from at large to one member selected from each of the legislative districts, within the municipality. A residence qualification is also proposed for the superintendent.

Attorney-General John S. Dawson of Kansas, has brought injunction proceedings against the board of education and the superintendent of schools of Lawrence, Kans., to prevent the adopting of readers as supplemental textbooks in the city schools of Lawrence.

The attorney-general points out, in his complaint, that the state textbook commission has adopted books for the public schools of the state. He cites that the state law provides that

county depositories and book dealers are allowed to charge and add 10 per cent to the cost price for handling these books. He argues that these are the only textbooks authorized, and then declares that the board of education and the superintendent of public schools of Lawrence have adopted other textbooks and that their use is contrary to the laws of the state. The suit has been brought following an agitation for the discontinuance of the general practice of using supplementary texts in place of the adopted books.

Columbus, O. City Solicitor Weinland has recently rendered an opinion that the board of education cannot legally dock teachers who failed to attend the meeting of the Central Ohio Teachers' association after the schools adjourned to give them the opportunity. In the opinion the solicitor writes:

"In view of the fact that the board had no rule on the subject prior to making the contract with the teacher, and the fact that there is nothing in the teacher's contract on this subject, I am of the opinion that where a teacher stands ready and willing to teach on such days, the board would not have the right to make proportionate reduction in the amount of salary covering such days."

"It would seem clear that such a reduction made by the board, under such circumstances, would be a violation of the terms of the contract made with the teachers."

Conduct and Discipline of Schools.

The Minnesota revised laws of 1905 (sec. 1320, subdiv. 8, 10), conferring certain powers on board of school inspectors, *Held* inconsistent with provisions of the charter of St. Paul, which is a special school district under the Gen. Laws of 1873, c. 1, sec. 3, and the revised laws of 1905, sec. 1280, and not to confer such powers on the board of school inspectors of St. Paul.—*Schroeder v. City of St. Paul, Minn.*

Resolution of board of school inspectors of St. Paul, adopting for three years a certain textbook, *Held* not to prevent the board from legally changing such textbook within such period.

Private Schools and Academies.

A university fraternity *Held* taxable on a chapter house under the Maine revised statutes (c. 9, sec. 6, par. 2, and sec. 8).—*Inhabitants of Orono v. Kappa Sigma Society, Me.*

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Book Reviews

A Standard Form for Reporting the Financial Statistics of Public Schools.

By L. G. Powers, Chief Statistician, United States Census Bureau, and W. S. Small, Principal Eastern High School, Washington, D. C.

The Department of Commerce and Labor of the Census Bureau has performed a distinct service in issuing this report which is in substance the same as that approved by the Department of Superintendence of the N. E. A. at its meeting in Mobile last winter.

Superintendents of schools the country over have had the greatest difficulty in comparing the incomes and expenditures of their school systems with those of other cities. Often it is vitally important that a superintendent of schools or a school board should know the financial facts concerning school income and out-go in other cities; but it has too often required the knowledge of an expert accountant as well as a knowledge of facts as to which items are included and which are excluded from the reports made in various cities, in order to extract any information from these financial reports.

The form of report which has been devised is not difficult to understand nor is it difficult to follow in reporting the financial facts concerning any city school system. Among other essential features of the report are the following:

It makes clear distinction between *expenses* of carrying on the schools and *outlays* for construction and permanent improvements which are in the nature of investments.

It provides for arranging all receipts and payments under descriptive titles so that it is easy for the school accountant who tries to follow the classifications of the report, to know into which group of receipts or expenditures a particular item should go. The terminology of the classification corresponds to schedule G 34 used by the Census Bureau for obtaining financial statistics of city school systems.

The form classifies payments in two ways: First, according to the object for which the payment is made, that is whether for teaching, for business administration, for repairs to buildings, etc. It also classifies according to the type of educational activity for which the money is paid out—secondary schools, elementary schools, kindergartens, teachers' training schools, schools for special classes of children, etc.

The form is flexible, so that it may be used for briefed reports, maintaining, however, the same fundamental principles of classifying receipts and expenditures. This telescopic feature of the report form adapts it for use either in smaller school systems where the classification of income and outgo is more elementary or in the largest systems where a great number of special facts need to be shown.

Copies of the pamphlet in which the report forms are given, the principles upon which the report are laid down are explained, and the methods of its use made clear, can be had by any superintendent or school official who will write to the Bureau of the Census, Department of Commerce and Labor, Washington, D. C., asking that the report be sent.

Every superintendent of schools and every school accountant and official will do well to make a careful study of it.

Style-Book of Business English.

By Herbert H. Hammond, Teachers' College, Columbia University. 234 pages. Price, \$0.85. Isaac Pitman & Sons, New York.

For the young man and young woman who have but a year or two to spend in high school and then expect to enter a business office this book will be of more practical value than the best work extant on English literary style. It presupposes a thorough knowledge of grammar and spelling and proposes to teach those special forms of diction which are both good English and good business form. The first half of the book takes up those general principles of diction which every business man should be acquainted with, and the second enters at length into those details of correspondence typography which the stenographer alone needs to have at his fingers' ends. An appendix contains a description of the leading modern filing systems, a glossary of commercial terms and abbreviations. Students who seek to qualify for regents' examinations will find that the book covers all required topics. It is well arranged, thoroughly practical and should, even in the hands of a mediocre teacher, be easily teachable.

Government and Politics in the United States.

By Wm. B. Guitteau, superintendent of schools, Toledo, Ohio. 473 pages. Price, \$1. Houghton Mifflin Company, Boston.

In "Government and Politics in the United States" each topic is approached from an historical standpoint. The gradual growth of township, city, state, general government, can be almost visualized. The distinction between the New England township—termed by the late John Fiske a training school in politics—and the southern county is well made. The rapid growth of our cities justifies the space granted municipal development, organization, and activities. After the origin of our states has been outlined and the structure of government has been described, special emphasis has been laid upon their functions or activities. Crime and its punishment, conservation and control of economic interests, sources of revenue, public charities, public education, are prominent topics. The defects of the present general property tax are plainly, yet fairly, stated. The same general plan has been followed with reference to the general government. It is difficult here to make distinctions; but perhaps the chapters, "Coinage and Currency," "Commercial Functions," "Territorial Functions," will be thought specially valuable.

Fifty-three full page illustrations show public buildings in different parts of our country, unimproved and improved roads and school yards, canals, locks and parks. Graphic charts show sources of revenue, apportionment of taxes, distribution of revenue for state and general governments. Appendix "D" gives a detailed list of material needed to make the study of government concrete and vital. Town warrants, legislative bills, sample ballots, are three items in this list. A list of questions and exercises has been placed at the end of each chapter, together with a chapter bibliography. The latter contains some stiff reading.

Thoroughness, broad scholarship, good proportions are characteristics. The boys and girls of Toledo, to whom the book is dedicated, should consider themselves highly complimented.

Introduction to General Science.

By Percy E. Rowell. 295 pages. Price, \$0.75, net. The Macmillan Company, New York.

The title is an apt one. The work in question is not a textbook on physics, chemistry, geology, botany, astronomy or physiology. Not in the least. Yet facts and principles belonging to each of these sciences are found in these pages. But a logical sequence has controlled the arrangement

of material. A few simple experiments develop a definition of heat. This force is considered first from the elementary, physical and chemical standpoint. This leads to a consideration of the sun, the great source of heat and light. Laws of gravitation, simpler facts of astronomy and electricity, with the working of light naturally follow. Indeed, heat, moisture, soil, plant life, are starting points for large sections of work. In this way the mind easily grasps some relations existing between sciences.

Two groups of reference books, a list of bulletins from the United States Department of Agriculture have been provided. Pupils are urged to get the "bulletin habit." The experiments require only simple apparatus and are chiefly qualitative work. The editor from his home on the southern coast of California, expresses the hope that this course will give a valuable scientific ground work and will also inspire pupils with a wish to know much more of at least our science.

How to Learn English.

By Anna Pryor, Hartford, Conn., and Anna I. Ryan, New Britain, Conn. 257 pages. Price, \$0.55, net. The Macmillan Company, New York.

"In evening school work with the foreigner there is a twofold aim: first, to teach him the language so that he may earn his living more easily; and, second, to make him a desirable citizen." To accomplish both aims he should attend school until he has acquired a sufficient knowledge of our manners, customs and laws. He will usually do this if he is interested. He will be interested if the work is fitted to his needs. His greatest need is a speaking vocabulary. Merely the titles of these lessons show that they have been constructed to furnish such a vocabulary and to promote conversation. Beginning with such familiar topics as life on shipboard, the arrival, looking for work, lessons follow on learning a trade, the management of the different departments of city government, voting, taking out papers of naturalization. A few notable men of our own and other lands form the subjects of other chapters. Each lesson consists of a list of words, a connected paragraph and a series of questions and answers. In the answers blank spaces for the insertion of words give drill in using words accurately. The character of the subjects, the short sentences, the pointed questions, the reviews, must render this reader most helpful to foreigners.

Riverside Readers.

By James H. Van Sickle, Springfield, Mass., Wilhelmina Seegmiller, Indianapolis, Ind., and Frances Jenkins, Decatur, Ill. Second Book. 192 pages. Price, \$0.40. Third book. 256 pages. Price, \$0.50. Houghton Mifflin Company, Boston.

The wide range of publications bearing the imprint of this famous firm has not provided sufficient variety for the compilers of this series. Grateful acknowledgments are made to a group of metropolitan houses for the use of outside material. Thus old Norse tales, adaptations from the German, the wisdom of ancient Greece, Bidpal fables from far off India, southern folk tales, here neighbor with the best in prose and verse from English speaking authors. Some selections, like the "Flr Tree" and "The Sky Dippers," tend to bring the child into a consciousness of the world's wonders and beauties. Others lead to an admiration of the virtues—kindness, generosity, truth, patriotism.

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New Geographies.

Second book. By R. S. Tarr, Cornell University, and Frank M. McMurry, Columbia University. 440 pages. Price, \$1.10, net. The Macmillan company, New York.

What is the strong feature of this new edition? Is it the fascinating maps in relief? Is it the instructive series of world product maps? Is it the numerous and delightful illustrations? If all the latter are as accurate as those on lumbering and semi-tropical life, they bring a large fund of information to the mind through the eye. Is it the full and exceptionally valuable appendices? Each of these is good, undeniably good; still the strong feature is the large and rather original treatment of the subject from start to finish.

The first chapter tells how our own continent came into being, a physiography history. The second tells of the plants, animals and people of North America. Both chapters are short. The motions of the earth, latitude and longitude, winds and ocean currents; difficult topics usually found in the earlier pages of a geography here come much later, after familiar concrete facts can throw light upon general principles. A novel but helpful arrangement. Details bearing upon particular topics, as coal mining, sheep raising, irrigation, have been largely brought into one place. This grouping of particulars builds up a general idea, full of vitality. Questions at the close of the chapters, calling for causes, comparisons, conclusions, lift from thoughts into prominence. The material has been brought up to date. In these and other lines the excellent earlier edition has been both enlarged and improved.

Trees, and How to Know Them.

By W. A. Lambeth, University of Virginia. Cloth, 52 pages. B. F. Johnson Publishing Co., Richmond, Va.

This book forms a very comprehensive key to the common forest trees found in the southern states. It is intended chiefly for young people, but should prove of value to the advanced for-

ester who wants a quick reference book. The key places especial emphasis on leaves rather than flowers, because, in the author's experience, leaf characters are most readily mastered. The volume is handsomely printed and bound.

Shakespeare's Romeo and Juliet.

Edited by William Strunk, Jr., Cornell University. 129 pages. Price, \$0.25. Houghton Mifflin Co., Boston.

The text of this book is a reproduction of the familiar Cambridge edition, arranged by Prof. W. A. Neilson. The introduction, quite properly, devotes considerable space to the origin and development of the story told by the play and refers the student to other books for information about the author and his works. The notes are brief but adequate. A very serviceable edition.

Harmonic Part-Writing.

By William A. White, Northwestern University, Evanston, Ill. Cloth, 192 pages. Price, \$1.50. Silver, Burdett & Co., New York, Chicago.

The signs of the times all point to the fact that American music is coming to the front; it is rapidly developing a school distinctively its own. Much serious work is being done, and many ambitious students are devoting themselves to the solution of new and interesting problems. The innovations, successfully carried out by many of our contemporary composers, demand a new point of view in the study of harmony; the old foundations are not perfectly adapted to the new superstructure.

In his latest book, "Harmonic Part-Writing," Professor White breaks away from old conventions; he gives the student of musical composition many novel and striking ideas, with which to attain a mastery of the art of four-part writing, vocal or instrumental. The book deals with the practical side of the work; it does not offer a theory of music nor an exposition of scales, intervals and chord materials. Instead, the student is taught from the very beginning to work with exercises which increase his musical taste and judgment; each of these exercises is capable of several versions; he is taught to find these out and compare them.

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also gives new methods of showing chord relations and its treatment of intervals is sound, clear and practical; the student is taught to understand intervals in a fundamental way and to distinguish them quickly. Practical exercises in modulation and expansion of key-center give a complete exposition of the dual relation of all chords to various keys.

Throughout the book there is abundant evidence that the author has a thorough acquaintance with the standard writers on the subject; his advanced ideas are the evolution of a brilliant and progressive teacher.

Property Insurance.

By Solomon S. Huebner, Wharton School of Finance and Commerce, University of Pennsylvania. 403 pages. Price, \$2, net. D. Appleton & Co., New York.

While this book modestly purports to be a textbook it is in reality a very complete work on the theory and law of property insurance and the leading practices on which the business is based. Although the phenomenal development of insurance has brought a flood of literature, touching every technical aspect of underwriting, there has never appeared an adequate presentation of the principles and practices of the business in the larger aspect. The present book is therefore not only welcome as a textbook which students in universities may study, but should be eagerly sought by men in the field who want to get a grasp on the major details of their calling.

Professor Huebner takes up first the functions and the economic value of fire insurance and then goes into all the details of contract and practice and legal relation of contracting parties. The treatment, while thoroughly scientific and exact, is interesting in style and has a dash not usually found in books of this kind. Special phases of insurance, as found in marine insurance, bonding, title and credit insurance, complete the volume. There is a comprehensive bibliography of works on the subject, arranged in such a manner that the student may readily find titles under historical, legal and other aspects in which he may be interested.

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"Tell It Again" Stories.

By Elizabeth Thompson Dillingham and Adelle Powers Emerson, Worcester, Mass. 12mo, cloth, 173 pages. Price, \$0.50. Ginn & Co., Boston.

Children are whole-hearted in their likes and dislikes. Their hearts leap up towards stories they like. They gladly hear them over and over again and like best of all to have them told every time in just the same way. Changes are not enjoyed. This collection of charming stories will meet the likes and the needs of children for "it is made by those who know how to choose and how to 'live with our children'."

Great Inventions and Discoveries.

By W. D. Piercy. Cloth, 206 pages. Price, \$0.40. Chas. E. Merrill Co., New York.

From the use of gunpowder in the thirteenth century and the invention of printing in the fifteenth century, to the dirigible balloon and aeroplane of the nineteenth and twentieth centuries is a far cry. In this long period the last century has been the most wonderful in the field of inventions. Human minds have wrested from nature secrets she had guarded for ages. The initial idea, the patient effort, the temporary defeats, the general lack of confidence, the final success, the unforeseen and far-reaching results of many of these inventions are concisely yet graphically told. Two chapters are given to the applications of electricity, great miracles of the twentieth century.

The discoveries noted are the fundamental ones in astronomy, and the greatest of geographical conquests, the discovery of America. The book is full of stimulating reading and will be useful for reference purposes.

Byron's Childe Harold, Canto IV, and The Prisoner of Chillon.

Edited by Charles E. Rhodes, Lafayette high school, Buffalo, N. Y. 141 pp., 12 mo, cloth. Price \$0.25. Chas. E. Merrill Co., New York.

"Canto IV," with its truly poetic description of Italian scenes and characters, has been aptly called a guide book to Italy. The fortitude of "The Prisoner of Chillon" is wonderful.

In his introduction the editor has emphasized biographical facts relating to the literary and public career of the poet. Byron's keen sympathy with the movements in France, Italy, Greece is well put. Literary taste and poetic appreciation are shown in the historical explanations, the quotations from other poets, the suggestive questions or comments. They must help students to enter into the poet's point of view.

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TEXTBOOK NEWS.

Wm. R. Jenkins Co., 851 6th ave., New York City, has recently issued a descriptive announcement of new books, which have been added or will shortly be placed in their list of books. Among the textbooks announced may be mentioned a work on "English Grammar," by A. E. Sharp, of Miss Spence's School, New York. The book is intended for upper elementary schools. "First Year Latin" is the title of a book for first-year high school classes, by W. W. Smith. The work is sufficiently complete to prepare the student for reading Caesar. It includes a very complete Latin-English and English-Latin vocabulary.

Norwich, Conn., has adopted the Bailey-Manly spellers.

The primer and first reader of the Riverside readers (Houghton Mifflin Co.) have been introduced into the schools of Utica, N. Y.

Wheeler's fifth reader, just published, has been adopted for uniform use in the schools of Florida.

The Library of Congress has recently issued a "Select List of References on Wool" with especial reference to the tariff, "Schedule K." The document consists of 163 pages and may be obtained from the Superintendent of Documents at a cost of 20 cents.

Few books can show so many Reading Circle adoptions as McMurry's How to Study, published by Houghton Mifflin company. The following states have adopted this book for their Reading Circles: Ohio, Indiana, West Virginia, Utah, Arkansas, South Dakota, Maryland, North Carolina, Texas, Virginia, Louisiana, South Carolina, Mississippi, Montana, Missouri, Kansas, and Alabama.

"Best English Tales" is the title of a handsome volume, compiled by Adam L. Gowans and published by Thos. Y. Crowell & Co., New York. The curious fact is noted by the compiler that the short story, as a literary form, was strangely neglected by our great prose writers previous to the last century. Why this was the case it is hard to say. No thoroughly satisfactory example of the art is found until we come to Scott. The story by the latter, "Wandering Willie's Tale," which opens Mr. Gowans' collection, is plainly a masterpiece. The work of Dickens bulks large in the history of English fiction, and there are included four stories of his, in wholly different manners. Thackeray, Mrs. Gaskell, and Dr. John Brown are also represented, while two stories from Stevenson show this master's powers at their highest.

Brockton, Mass. The school committee has recently adopted Gulick's Hygiene series (Ginn and Bailey-Manly spellers (Houghton)).

Gulick's Hygiene Series has been adopted for the schools of Jacksonville, Ill.

Ansonia, Conn. Baldwin and Bender's readers (American) and Baldwin's Melodies (Ginn) have been added recently to the list of school texts.

"The Penmanship of New York" is the title of an interesting discussion of the teaching of writing in the public schools of the metropolis. The author is Philip R. Dillon, an old, experienced newspaper and magazine writer, who has made an extended study of the penmanship situation and discusses enthusiastically the improvement which he found due to the introduction of the Palmer method.

The investigation into the affairs of the California textbook commission and of the state printer is to be continued according to a statement of

Senator E. J. Strobridge, chairman of the investigating committee. It is stated that the probbers are determined to learn whether there is any combination of publishers controlling the book situation. The matter of prices, concerning which startling disclosures of waste in the state printing office were made, is to be followed up.

Asserting that the publishers of textbooks in California had been maligned by persons using the term "textbook ring," in connection with the recent investigation of the state printing, the managers of five publishing companies here recently wired Governor Johnson to continue the textbook inquiry.

The publishers allude to Mr. Johnson's statement that the inquiry would be discontinued following the resignation of State Printer W. W. Shannon. They ask that the senate committee shall investigate until all phases of the educational and economic relations of the publishers with the state shall have been revealed.

In addition, the publishers ask careful scrutiny of their relations with the state board of education with regard to contracts about to be signed.

Those who signed the letter to the governor were Fred T. Moore of the American Book Company, S. C. Smith of Ginn & Co., C. H. Chilcote of D. C. Heath & Co., T. C. Morehouse of the Macmillan Company and W. G. Hartranft of Silver, Burdett & Co.

According to press reports, it is probable that the American Book Company will shortly seek to obtain a license to do business in the state of Texas, in order that it may bid for the textbook contracts which will expire in 1912. Representatives of the company recently called upon state officials at the capitol in Austin, but did not broach the question formally, it is stated.

It will be remembered the American Book Company received a clean bill of health under the anti-trust act in 1908 after the payment of a penalty of \$15,000, a new company coming back to bid for the contracts and withdrawing after it failed to secure them. Several months ago the corporation sought another permit, and the matter was referred to the attorney-general, who advised that the company might again be admitted under the anti-trust laws if a careful examination showed it was in no way violating the Texas statute. There was no examination and the new concern did not get a permit. But the textbook contract next year will be a big one, and the concern will probably invite investigation and again seek a permit.

BOOKS RECEIVED.

American School Third Reader. By Kate F. Osswell and C. B. Gilbert. 40c., net. The Macmillan Co., New York.

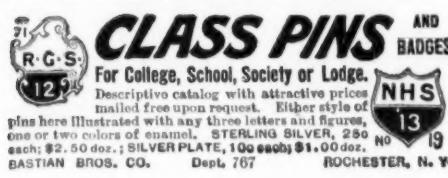
Applied Biology. By Maurice A. Bigelow and Anna N. Bigelow. \$1.40. The Macmillan Co., New York.

Washington's Farewell Address and Webster's First and Second Bunker Hill Orations. Edited by Fred A. Smart. 25c. Chas. E. Merrill Co., New York.

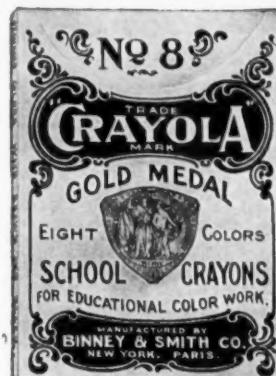
The Learning Process. By Stephen S. Colvin. \$1.25, net. The Macmillan Co., New York.

Watson and White Arithmetics. By Bruce M. Watson and Charles E. White. Elementary book, 35c.; Complete book, 60c. D. C. Heath & Co., Boston.

Romeo and Juliet. Edited by W. A. Neilson and A. H. Thorndike. 35c., net. The Macmillan Co., New York.



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BENN PITMAN, Founder.

JEROME B. HOWARD, President.

The Editor's Mail

The City Superintendency.

To the Editor:

The selection of Superintendent Frank B. Dyer of the Cincinnati public schools to be superintendent in Pittsburgh is one of the most hopeful signs of the times.

Within the past two or three years these signs have been increasing. The business of a superintendent is to be the intermediary between the public, as represented by the board of education, and the teachers. It is a peculiar and a rather difficult business. In a sense, it is like the function of the electrical transformer, taking high-power currents and converting them for use in sixteen-power incandescent lights.

As such, the earlier that a man enters such duties the better. It is a very different business from that of a high school principal or even of an associate or district superintendent. It is well to begin it in small communities, if possible, before one is thirty years of age and before one is habituated to the pedagogical routine of teaching or managing a single school under the supervision of superior educational officers.

In the very nature of things, few men can expect to remain long in one city as superintendent. They must go out, and unless they can go up, they must go down.

A competent superintendent inevitably makes opponents. In this occupation, an effective minority in opposition, almost invariably, soon or late, becomes the majority. The opponents may have but one point of agreement—their opposition to the superintendent. That is enough for removal. But so long as cities are willing to take outsiders to their superintendency, this is not necessarily a public evil. Change often means progress.

It is true that a superintendent cannot accomplish much in a few years. Large cities should take men at forty or fifty and keep them until they voluntarily retire; but smaller cities, in a considerable proportion of cases, do well to consider that in ten years a man has made his contribution.

Therefore, a professional school superintendent may contemplate with much satisfaction the policy that takes Calvin N. Kendall from Indianapolis and makes him state commissioner in New Jersey and Frank B. Dyer from Cincinnati to Pittsburgh.

The other and older practice of promotion up in the service may be well in some instances. Circumstances do alter cases.

Nor should high school principals and division superintendents object to the practice now general of considering the superintendency a special branch of the profession. As between a high school principalship at \$3,000 to \$5,000 and a superintendency at \$6,000 to \$10,000 no widely informed observer can doubt for long that the former is relatively better paid and is in the happier and easier position.

The one man has fifty or a hundred teachers; the other thousands to oversee. The former has no problem of adjustment to a board with legal powers, and often with a city council or board of public works also, to consider, with its final financial control.

Virtual life tenure should prevail for principals and teachers. It cannot prevail for superintendents. As boards change and public opinion changes with them, superintendents cannot change. The main point is that there should be an open avenue for them to remain in the profession.

All of us know too many instances when very good men were thrown out of superintendencies on political issues and hitherto could not recover professional standing. Often their very successes, their accomplished works, were quoted against them.

But the better public mood is with us, I believe; and let us hope that it will proceed until it is the conventional practice.

Very respectfully,

WM. E. CHANCELLOR,
Superintendent of Schools, Norwalk, Conn.
December 16, 1911.

An Open Letter.

Detroit, Mich., Nov. 28, 1911.

Pres. J. W. Crabtree,
River Falls, Wis.

Dear Sir: In an article in the November number of the School Board Journal, on page 32, under the title "Women and the N. E. A." you wrote as follows: "It was only a partial victory because the opponents of Mrs. Young continued to hold the majority on the executive committee and on the board of trustees. Most men accept defeat gracefully, but in this case a few men who were supposed to be broad minded did the most contemptible things to injure Mrs. Young and evidently to prevent the success of the San Francisco meeting."

As a member of the executive committee, I resent the inference which the juxtaposition of the sentences in the above paragraph carries, libeling every member of both the executive committee and board of trustees in that it is not indicated who were the guilty parties and hence leaves all open to suspicion. For one, I do not propose to allow it to go unchallenged.

If you know of any way in which I am guilty of the charge, give it to the public. If you know of any action by the executive committee in its treatment of Mrs. Young for which it should be censured, the teachers in general should have the benefit of that information by means of a specific statement of facts.

Personally, I am ready to publicly defend every position taken by me during the year I was treasurer, as being for the best interest of the N. E. A. I am also willing to be judged by every action of the executive committee, of which I was a member. If we, individually or collectively, attempted to thwart any plans which Mrs. Young proposed, tell the public what we did. If we were unmindful of the courtesies demanded by the situation, that fact ought to be publicly known. If we resorted to "contemptible things

to injure Mrs. Young," we should be publicly branded by having those things named.

You will, therefore, in the next issue of the School Board Journal present such specifications as you may have which concern me, either individually or as a member of the executive committee, and which warranted you in writing as you did. Very respectfully, D. W. SPRINGER.

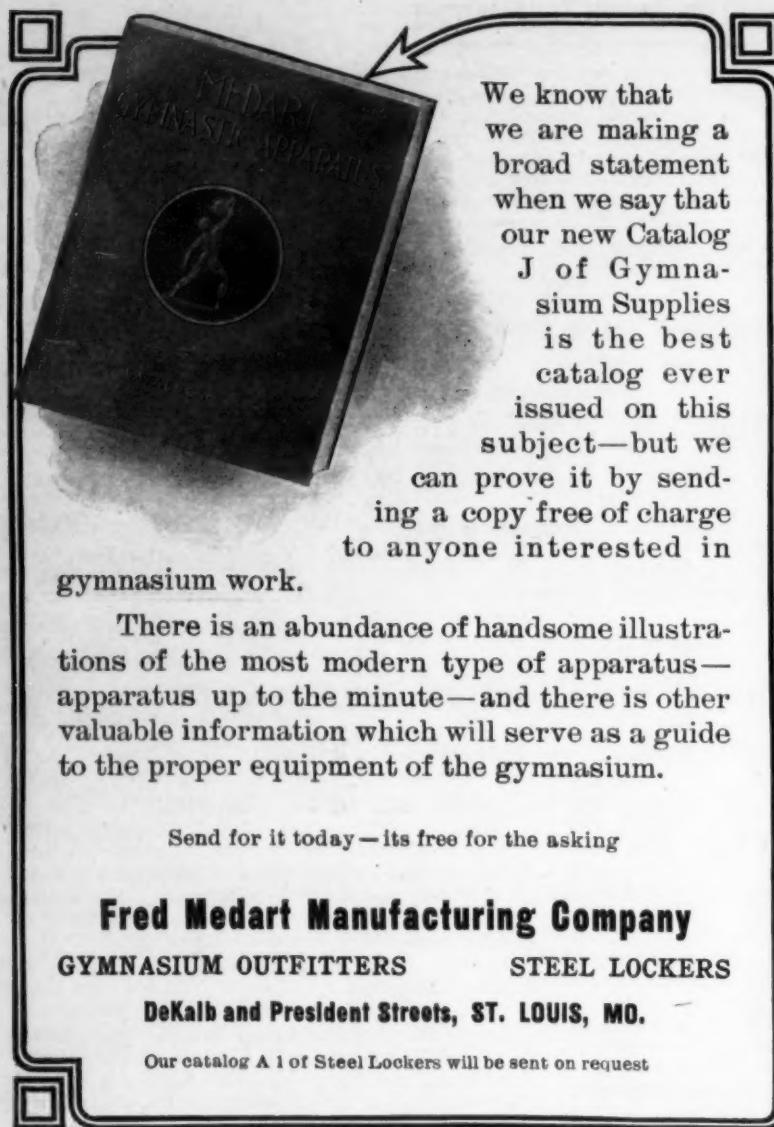
A Record.

At its December meeting recently, the Chicago board of education unanimously re-elected Mrs. Ella Flagg Young as superintendent of schools. The local press in commenting on the election displayed remarkable unanimity in expressing its pleasure at the action of the board. Mrs. Young has, in their opinion, not only made good in the difficult office which she holds, but has brought peace and harmony into the administration of the Chicago schools, where formerly there had been for years discontent and continual friction. One of the papers, in summing up Mrs. Young's record during the past two and one-half years, points out the following results of her labors:

1. Placed modern ventilating systems in every school building in Chicago where ventilation was neglected by the architects.
2. Had the elementary courses of study revised and modernized with particular attention to eliminating the catch questions in arithmetic and the fine spun logic from grammar.
3. Had two-year vocational courses introduced into the curricula of the high schools.
4. Had the high school course of study revised, but still believes that the elementary and high school courses call for too many studies at one time.
5. Instituted special courses of study and special instructors for children who stammer or stutter or have other impediments to the speech.
6. Arranged to have women instructors teach gymnastics to high school girls.
7. Introduced a "Chicago course" into the eighth grade for teaching children the history and present civic development of Chicago.
8. Enlarged the scope of evening schools and appointed practical paid men and women instructors to develop skill of students learning particular vocations.
9. Installed swimming pools in all the new school buildings and advocated adherence to the policy.
10. Brought about a general increase in the salaries of the grade teachers.
11. Arranged so that sick teachers and principals receive for ten weeks the difference between their salaries and the actual cost of a substitute instead of two weeks as heretofore.
12. Given the teachers the control of the expenditure of funds for supplies, making them responsible for the finances of each school building.

Essentials of Exposition and Argument. By William T. Foster. 90c. Houghton Mifflin Co., Boston.

Chemistry. By Wm. C. Morgan and Jas. A. Lyman. \$1.25, net. The Macmillan Co., New York.



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 F. G. German, Architect.

There is an up-to-date Frick Clock System in this building operating 15 style No. 2 secondary clocks and a seven program, one minute, interval machine ringing bells. This program machine also rings the bells in the Central High School across the street.

The entire system is operated by one 18 volt storage battery which is charged from the lighting circuit by simply turning a snap switch, and a permanent volt meter in the line positively tells the condition of the battery any minute in just the same way that a steam gauge tells the amount of steam in the boiler.

For detailed description of this building see last month's issue of this paper.

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THE PROPER RELATION OF THE AMERICAN HIGH SCHOOL TO THE AMERICAN UNIVERSITY.

(Continued from Page 25)

ments. But it may help some who do not think independently, to mention that the Report of the Committee of Nine on the Articulation of High School and College, presented last July to the National Education Association has, as the gist of it, protests and recommendations such as I have suggested. The report does not deal much with underlying principles, but its specific complaints and its most important demands are corollaries of what I have set forth. A few quotations will sufficiently show this:

"As an illustration of the confusion in the requirements of different colleges, one requires one foreign language, counts work in a second, gives no credit for a third; another requires two foreign languages and one unit in a third, unless music or physics is presented as a substitute; and a third absolutely requires three foreign languages."

"The most serious objection to the present condition is the restrictive effect upon true high school development." "By following the usual college prescription, the best preparation for college is not secured."

"A course that is good in one high school may not be suited to another. Uniformity in this subject is utterly disastrous."

"Quantity should be subordinated to quality."

Speaking of the minimum that high schools should themselves exact of a graduate, the Committee is of the opinion that "the quantitative requirement should be fifteen units." But the Committee demands that the university must not require or supervise more than "eleven units" out of the high school's fifteen for any one course of study. Also, the Committee's "unit" represents the requirement of not less than four periods a week. "That the subjects from which the margin (i. e., beyond the eleven units subject to university requirements) may be made up should be left entirely unspecified, appears to be vital to the progressive development of secondary education."

"As long as formal recognition must be sought for each new subject, so long will the high school be subservient and not fully progressive. It ought to be possible for any high school at any time to introduce a subject that either meets the peculiar needs of the community or that appears to be the most appropriate vehicle for teachers of pronounced individuality."

The gist of these demands of the National Education Association is that the high schools should themselves require fifteen units for graduation, and that the universities should exact results of good quality in eleven units of

each graduate's course of study, leaving all work in excess of eleven units entirely free for such application as the high school may deem best to require or permit.

The "unit" demanded by the committee represents not less than four periods a week.

Such a program is thoroughly harmonious with my suggestions in all its bearings upon the proper relation to universities. And in regard to the self-imposed requirements of high schools there is only the difference that I would not advise the exactation of a whole "unit" for everything that the high school offers. It would be best to leave the margin, beyond the university's requirements, free for determination by each high school. Such, indeed, may have been the intention of the committee; but their plan may be understood to mean that the free margin of four or more units should be filled by full "units." One-fourth of the program should be left free for the independent judgment of each school.

Allow me to indicate my own conception of the potential consequences of the establishment of the proper relation between American high schools and universities:

High School Visitation.

Let us accept our American plan of advancing to a higher institution after the stage fixed by graduation from standard high schools, and of uniting in one student body the undergraduate and postgraduate students of our typical university, as probably more suitable to our needs and spirit than the German plan.

If our universities will give up all attempt to rule the secondary schools beyond intrinsically necessary requirements for admission, and will faithfully adopt the high calling of guide, counsellor, and friend, the affiliated secondary schools would respond loyally, and the unaffiliated would sincerely seek to qualify themselves to enjoy

such helpful relations. And wise decisions concerning principles and expediencies would generally be reached, if the universities will recognize the prime necessity of choosing able visitors of schools.

Advice, as I have said, is better not given unless it be wise advice. To take upon oneself the office of a counsellor is no light responsibility. In some states universities have appointed to be the mouthpiece of their advice a visitor apparently chosen for his popularity with school men of the political sort, or because he was a "good mixer." That is done, if the truth should be spoken, simply because the authorities have not been sensible of the responsibility to give good counsel when advice is voluntarily offered, and they have wanted a "drummer" for the university. The itch for numbers is a disease that noble educational institutions need today to be especially upon their guard against.

It is worse than an impertinence to offer an incompetent adviser. I believe a university ought to seek more conscientiously for excellent qualifications in its visitor of schools than in any other of its agents and representatives. Experience, sound scholarship, ripened judgment, and a detached open-minded attitude toward all intellectual questions, are the essential qualifications. The "good mixer" is seldom a good adviser, simply because he is so frequently a flatterer; and a flatterer is an enemy—according to Tacitus, an enemy of the "worst kind"—"pessimum genus inimicorum laudantes."

State Institutions.

In regard to state educational systems, I want to make one remark about Texas. It was perfectly clear to the early lawmakers of Texas, remarkably enlightened as they were, that all parts of the state's work of education, from the elementary schools to the state university, ought to co-operate as organs of a vital system. And



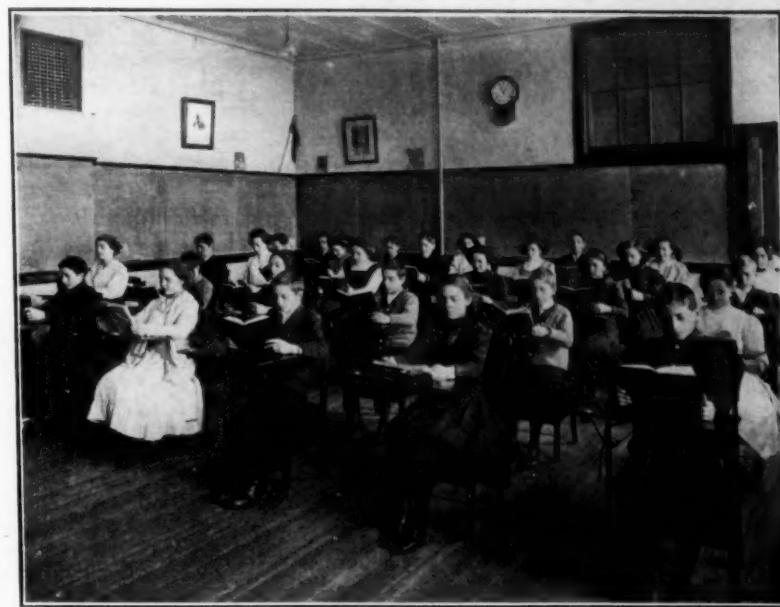
Talks by Miss Remington:

Why did I learn to typewrite on the Remington? Well, for very much the same reasons that I learned, as a child, to talk in English. It was the natural thing to do.

And the natural thing is also the most useful. English is more useful to me than any other language because this is an *English speaking* country. For the same reason, proficiency on the Remington is more useful to me than proficiency on any other typewriter, because this is a *Remington using* country.

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they knew that the worst affliction that could befall the entire system would be any paralysis or derangement at the top. Nothing could be more inconsistent with the best traditions of Texas than the spectacle we sometimes witness of men claiming to champion the "common schools" in opposition to alleged conflicting interests of higher education.

The truth is, that no part of any system of education can be healthfully independent of any other part. From the lowest "grade" to the arena of adult life the exit from one stage should be the entrance to the next. No matter where an individual may leave the system's tutelage, at every stadium there is need for an index pointing upward.

It is no argument against the maintenance of high schools or of universities that comparatively small numbers reach those stages. Besides the necessity of an incentive to something beyond, nothing could be more blind than to suppose that only those who attend a school are benefited by that school. All higher education, or anything that leads thereto, is of incalculable worth to society at large in countless ways which will suggest themselves to anyone who will take the trouble to think on the subject. Water runs down hill; yet the earth were sterile if water did not ascend to the sky. But men are prone to praise only the descending rain and the powerful down-flowing streams. And in the flow of life the majority of us seem able to see only the mechanical results as life spends itself in downward-streaming activities of work and enjoyment, and are blind to the effects of ascending thought and emotion. Yet from that ascent comes the whole force and meaning and worth of life.

(Address before Southern Education Association)

TRADE INSTRUCTION.

The Boston school committee has recently taken steps to turn the so-called "pre-apprentice

school" which it has conducted into a trade school that will actually prepare boys to enter shops as advanced apprentices. In the past the school has offered only general industrial training, but it is now proposed to offer practical work in carpentry, electrical construction, printing, machine-shop work, sheet-metal work, bookbinding. The school is to be in session seven and one-half hours each day during a term corresponding to the regular school year. A summer term will also be held.

An industrial school for boys and girls who are not fitted by temperament to follow the regular course of study in the upper grades has been opened at Kansas City, Mo., under the direction of Supt. J. M. Greenwood. Children who are more than thirteen years old and not below the fifth grade are admitted to the classes.

Half of the time in the school is devoted to manual training for the boys and domestic science for the girls, and the other half is given to practical English, arithmetic and geography-history. The arithmetic includes accounts and shop problems, while the geography-history deals principally with the industrial, commercial and political phases of these subjects. Mechanical drawing, bench-work in wood and sheet metal are given the boys and cooking, household arts, sewing and designing are taught the girls.

If the school works out satisfactorily, it is thought likely that within a year or two a regular trades school will be established to care for the pupils who finish the course.

The students of the Worcester, Mass., trade school for boys, installed during November last, all the piping and radiators for heating the gymnasium of the school with steam. Every detail of the work, from laying out the plans and cutting the pipes to painting the radiators, was done by the boys under the direction of an instructor.

A practical demonstration of what country schools may do for agricultural and domestic science instruction, without special teachers and but little extra apparatus, was demonstrated by Prof. E. E. Balcob at the recent conven-

tion of the North Carolina Teachers' Assembly. The boys of the Farm-Life Schools of Guilford County, N. C., demonstrated what they are studying about agriculture and farm mechanics and gave a practical demonstration of stock judging. The girls planned, prepared and served a complete meal in presence of the teachers.

The night school of trades, conducted at Racine, Wis., has exceeded the expectations of the board of education. More than 300 men are enrolled for work in patternmaking, mechanical drawing, telegraphy, shop mathematics, book-keeping, machine-shop practice. Continuation classes for boys between the ages of fourteen and sixteen will be organized shortly as required by the new Wisconsin statutes.

Among the first activities of the new Milwaukee County School of Agriculture and Domestic Economy is the formation of special one-week schools for farmers and their wives. The schools will be conducted in different parts of Milwaukee County wherever ten or more persons can be gathered in a class. The schools take up only two subjects each and continue for five days, thus schools will shortly be organized in corn raising and dairying, in sewing and cooking, and in poultry and gardening. Mr. A. A. Johnson, superintendent of the school, believes that these special classes will do much toward making the institution of practical value to all the people within its community.

The domestic science department of the McComb City, Miss., high school has been equipped with electric cooking devices, including individual disc stoves and an electric range. The school is the first in the South, so far as is known, to be furnished with electrically heated cooking stoves. The domestic science class numbers thirty, one-half of whom report each day. The cost of operating the stoves averages seven to nine cents for current and is cheaper than the old wood and coal ranges and much more convenient and safe. The equipment was installed upon recommendation of Superintendent Henry P. Hughes.



MR. BUCK PROMOTED.

Silver, Burdett & Company have recently made an important change in their western agency force in the promotion of Mr. George L. Buck to succeed W. M. Ruthrauff, as representative in northern Illinois.

No business house can work up a stronger organization than by developing within the ranks of its own employes men who are competent to step right into places left vacant in agency work. This plan has been successfully employed by Silver, Burdett & Company for many years and is one of the efficient causes of its success.

Possibly no young man has had a broader and more successful experience in the publishing business than has Mr. George L. Buck, who now succeeds to the northern Illinois territory.



MR. GEORGE L. BUCK
With Silver, Burdett & Co., Chicago, Ill.

He is a graduate of Colorado University in the class of 1901, and after graduating had successful experience in teaching and later was engaged in the banking business in Buffalo. In 1903 he entered the employ of Silver, Burdett & Company as assistant to the manager of the Chicago division, and later was made assistant treasurer in Chicago.

At various times Mr. Buck has left office routine to do agency work as special opportunity offered in various states in the West, notably in Missouri during the 1907 campaign, and also in the summer of 1910 in the Washington campaign. Never in the history of agency work has he come home empty-handed, and has been able to hold his own and more with the old-timers in the field. Mr. Buck has displayed an ability for organization and promotive work of a rare quality.

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A young man of scholarly attainments, always a gentleman, the school men of Illinois will welcome this type of agency worker, and Silver, Burdett & Company are fortunate in an adjustment that makes possible one of their tried and successful men to take up so important an agency division as that represented by northern Illinois.

The southern part of the state will be under the direction of Mr. Harry Lee Jones, who came to the house a year ago, and who has made many and strong friends wherever he has gone in his agency promotion.

MR. C. F. STEARNS RETIRES.

Mr. C. F. Stearns, after thirty-five years of activity in the textbook business, as traveling agent for the American Book Company and their predecessors, Van Antwerp, Bragg & Company, will retire from active field service on the first of February, 1912.

Few representatives of publishing houses now competing for business in the United States have a record for so long continued activity. Before the organization of the American Book Company, Mr. Stearns was most energetic and successful in New England, where he had for some years charge of the Boston office of Van Antwerp, Bragg & Company, and subsequently, charge of the field-service in that section of the country. Upon the organization of the American Book Company he moved to Ohio, and has represented that company with exceptional success in West Virginia and Ohio. His host of friends will miss his genial presence at teachers' meetings, and the thousands of superintendents and teachers who have known him long and intimately will regret that he has withdrawn from educational work.

The appreciation in which Mr. Stearns was held by his employers is evidenced in the following complimentary mention of his services by the directory of the company: "In all the years of your service both to Van Antwerp, Bragg & Company and the American Book Company, your employers have been impressed not only with your skillful and valuable attention to the interests entrusted to you, but also with your fidelity, integrity and your cheerful acquiescence in all their instructions and policies, a record of which yourself and your family and those who come after you may well be proud."

Mr. Stearns retains his financial interest in the concern which he has so ably represented, and also his good will. As he says, his cordial sympathy must ever remain with "the old house."

In Memory of
WILLIAM S. MACK.
1854. 1911.

On Saturday, November 16th, Mr. Mack suffered a paralytic stroke, and his death occurred on the following Tuesday afternoon.

Through his association with us in business the past four years, we had come to admire him and love him.

In his sudden death we are bereaved of a true friend and helpful co-worker, we are glad to make this public testimonial of our appreciation of his sterling character, and our sorrow at the loss of his companionship.

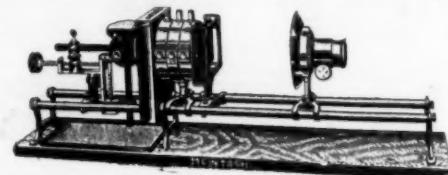
Scott, Foresman & Company.
President, E. H. Scott.
Secretary, W. C. Foresman.

Mr. W. M. Ruthrauff, who for three years has been agent of Silver, Burdett & Company in the northern part of Illinois, resigned on December first. He is now one of the western advertising representatives of the Butterick Publishing Company and makes his headquarters in Chicago.

Mr. E. D. Burbank, representative of Ginn & Co., in southern California, is taking a four months' tour through the Orient. He sailed to Japan from San Francisco on October 17. Mr. Burbank is accompanied by his wife.

Mr. Ripley Hitchcock, formerly of the editorial department of A. S. Barnes & Company, has joined the staff of Harper & Brothers. He was formerly head of the educational department of D. Appleton & Company.

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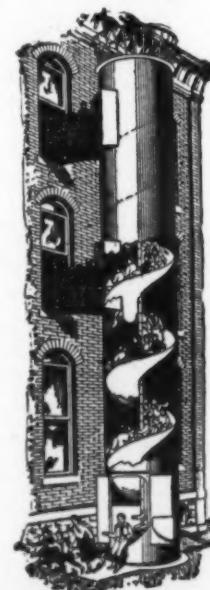
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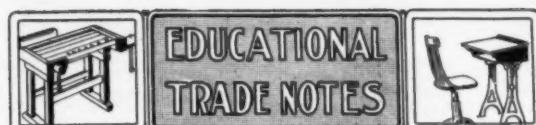
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An Interesting Report.

In 1905 the editor of this paper started a campaign against manufacturers who were then using plaster paris as a basic element in the manufacture of school chalk. It will be remembered that investigation proved that plaster paris was gritty and hard and that each particle contained pointed edges, which, when taken into the lungs, nose or throat, would absolutely tend to cause lung and throat troubles and predispose toward tuberculosis, catarrh and pneumonia.

The campaign was continued for several years and those who remember know that this Journal created quite a stir throughout the school world. Letters poured into our office from every section of the country, until since then the chalk evil has been greatly minimized and the production of dustless crayons by manufacturers of repute has tended largely to relieve the situation.

It is therefore interesting to note that when recently samples of eighteen leading brands of chalk were submitted to State Bacteriologist Piernot of Washington that a very favorable report was made on each of these eighteen brands. It seems that State Supt. Alderman wished to secure a test through the state bacteriologist as to the exact composition of the chalk now being used in the schools with particular emphasis on the poisonous and injurious substances that may or may not be employed in their manufacture.

After an extensive investigation State Bacteriologist Piernot submitted to Secretary White of the state board of health a report that these eighteen leading brands were found to contain no substances injurious to health. In other words, the state superintendent, co-operating with the secretary of the board of health, has been satisfied that the present composition of the eighteen brands in question is such that each may be used without any alarm by school authorities.

It is very gratifying to note the progress that has been made in this direction. This Journal congratulates the state of Washington and State Superintendent Alderman on this interesting report, and trusts that he will publish broadcast the finding of the state bacteriologist. In this day, when the subject of child health, methods of cleaning, etc., are arousing more and more interest the country over, it is well that investigations, such as this, establish absolutely what is good and what is bad, what can be used and what cannot be used, what is injurious and what is not injurious.

GENERAL TRADE NEWS.

Builds New Addition.

It has just been announced by Peter & Volz of Arlington Heights, Ill., that an addition will be erected to almost double the present size and capacity of this company's factory. The business of 1911 so far surpassed all expectations that it is planned to increase the producing capacity two-fold. We congratulate this company upon the splendid growth during the year 1911, and wish its management increasing success for the future.

Perfects New Tools.

The Electric Renovator Mfg. Company of Pittsburgh, Pa., manufacturers of the "Invincible" Vacuum Cleaner, has perfected a swivel attachment for their regular floor tool which will facilitate the cleaning under desks and chairs in school rooms. They have also perfected a felt shoe of new design which is attachable to the regular floor tool, for the cleaning of wooden floors. The air is admitted through openings in the felt shoe itself. The new tool permits the taking up of larger particles of dirt, etc., without tilting the tool handle or raising it from the surface which is being swept. Full information can be obtained by writing the company at the above mentioned address.

Free Lecture with Slides.

The Northern Pacific Railway Company offers school boards in every section of the country the use of 125 illustrated slides descriptive of the Yellowstone National Park for lecture and entertainment purposes. The company is careful to announce that there is no advertising material on any of the slides, and that the lecture starts at Gardiner, Mont., passing through Yellowstone Park, making a complete trip of the world's wonderland.

The offer remains good for the entire winter and information may be obtained from Mr. C. A. Matthews, general agent, Northern Pacific Ry. Co., 144 So. Clark street, Chicago, Ill. Mention of this publication will be appreciated.

Continues New Publication.

The Orange Judd Company of Springfield, Mass., continues the publication of School Agriculture whose supplementary title is Domestic Science and Manual Training. This same company publishes the American Agriculturist, the Orange Judd Farmer, the North Western Farmstead and the New England Homestead. It stands foremost among the publishers of agricultural papers, and School Agriculture is a fitting addition to its present list of publications.

Heretofore School Agriculture has appeared as a semi-monthly and this same plan will be followed in the future. At present the publication contains four pages, although its size will be increased and improved as time goes on. It contains a great deal of rural school news, agricultural information and should prove invaluable to every school in which agriculture is taught.

On another page of this issue is a special subscription offer. It is interesting to note at what price this publication may be secured on a trial offer. We wish the publication and its editors very much success.

Adds Important Feature.

R. R. Johnson, manufacturer of Johnson's window shade adjuster, has arranged with the sash and door and interior manufacturers throughout the country for the making of the Johnson special window stop for all new school buildings. When the buildings are complete shades are especially adjusted to these window stops at a very slight cost. In other words, by planning on adjustable window shades, which are so necessary for every new school building, a board of education can arrange for the Johnson adjuster by just a little preliminary thought at a very slight cost. Mr. R. R. Johnson, 154 Randolph street, Chicago, will send full information to any school man in any part of the country.

NEW PUBLICATIONS.

Victor School Literature.

The Victor Talking Machine Company has now completed several pamphlets which very properly explain the uses of the talking machine in school work. The pamphlet entitled "How to Use the Victor in Schools" is most interesting, and should be in the hands of every superintendent of schools throughout the country. It explains the uses of the talking machine, where it should be begun, its use in the high schools, its application to voice training, folk games, calisthenic exercises, etc.

"The Graded Lists of Records for Practical School Use" is the title of the most important of the set of pamphlets and offers an unusual collection of material suitable for school use. Paging through the list of records it is most interesting to note the almost endless variety of material which can and should be adopted by schools as a necessary adjunct to the curriculum.

The Educational Department of the Victor Talking Machine Company will be pleased to send complete information to any school board member or superintendent of schools who will mention this Journal.

Applied Arts Bulletin.

Atkinson, Mentzer & Grover have just published a so-called "art bulletin" which contains a variety of information on the publications of this company. It includes interesting descriptions of authors and work which the company is now doing, and is well illustrated and well printed. The present issue contains an insert on color cards, art-text sheets and calendars, which should prove interesting to school authorities. Copies may be secured at any of the offices of this company.

Vacuum Tool Pamphlet.

The Vacuum Engineering Co., 114 Liberty street, New York, N. Y., has just prepared a new pamphlet on special tools for schoolroom cleaning. It is well written and forcibly explains the special equipments which this company is now producing for school work. Copies can be secured by application to this company.

MISCELLANEOUS NOTES.

Fred Medart Mfg. Co. of St. Louis, Mo., has just been awarded the contract for supplying complete gymnasium equipments for the Central Commercial and Manual Training High School and the Montgomery, West Side and Peshine schools, all of Newark, N. J. This is one of the largest gymnasium contracts ever awarded and is an unusual compliment to this company. Six other gymnasiums in Newark are equipped with the Fred Medart apparatus.

The Electric Renovator Mfg. Company have installed vacuum cleaning plants in the Administration Bldg., Scranton, Pa.; High School, Beaver Falls, Pa.; High School, at Homestead, Pa.; Western School Bldg., Chillicothe, Ohio; Liberty School, Pittsburgh, Pa.; Schoolhouses No. 2 and

No. 70, Baltimore, Md., and the Campbell School at Detroit, Mich.

Thirty-seven new Remington typewriters have been purchased for the Louisville, Ky., high schools.

The school committee at Springfield, Mass., have purchased four hundred steel desks from the American Seating Company of Chicago.

A Tuc Vacuum Cleaning System has been ordered by the board of education at Lorain, Ohio, for the high school building.

Contracts for seating in the new Noble school at Altoona, Pa., awarded to the Columbia School Supply Company of Indianapolis, Ind.

The Wilson and Wisner schools at Pontiac, Mich., will be equipped with adjustable shades manufactured by O. C. Steele Mfg. Co., of Spiceland, Ind.

The Hahl Automatic Clock Company has installed the program clock system in the Phoenixville, Pa., high school.

St. Louis, Mo. The school board has awarded contracts for fifty portable blackboards to the Atlas School Supply Co., Chicago.

Denver, Colo. Four portable schoolhouses have been purchased from the American Portable House Co., Seattle, Wash.

NEW PRODUCTION.

"No-Key" Padlock.

School boards who have been bothered by the boy who tampers with the clothes lockers and who are not now using a combination lock, will be interested in the "No-Key" padlock. The buttons from one to eight push up and down,



No-Key Padlock

making 40,000 combinations. It cannot be released by a stranger and the lock can be reset almost instantly. Descriptive circulars will be mailed to any school board by the American Keyless Lock Co., 417 S. Dearborn St., Chicago, Ill.

Seven New Members.

The Simplified Spelling Board announced on September 25, 1911, the election of seven additional members, namely:

Richard E. Burton, Ph. D., professor of English literature, University of Minnesota, Minneapolis, Minn.

Nathaniel Butler, A. M., D. D., LL. D., professor of education, University of Chicago, Chicago, Ill.

George O. Curme, A. M., professor of Germanic philology, Northwestern University, Evanston, Ill.

John R. Kirk, A. B., LL. D., president of State Normal School, Kirksville, Mo.

Charles McKenny, A. M., president of the Wisconsin State Normal, Milwaukee, Wis.

Z. X. Snyder, Ph. D., president of the State Normal School of Colorado, Greeley, Colo.

David M. Soloan, B. A., LL. D., principal of the Provincial Normal College, Truro, Nova Scotia.

Three of the new members are professors in large universities, three are presidents of large normal schools in the United States, and one is principal of a normal school in Canada.

The election of these men to membership in the Simplified Spelling Board marks the progress which the cause of simplified spelling has made in the educational world. The board now includes among its forty-five members sixteen university professors, three university presidents (two retired), six presidents of normal schools and two superintendents of education. The advisory council is five times as large and five times as rich in educational experts and leaders.

Six of these newly elected members of the board become members of the North Central Branch, which has undertaken to extend the movement for simplified spelling by direct and concentrated work in the north central states.—Simplified Spelling Bulletin.

STATE ADMINISTRATION OF EDUCATION IN IOWA

(Continued from Page 12)

tional needs and possibilities. There are many reasons for believing that this can best be done by a superintendent elected by the people themselves.

4. *Functions and Powers.*—Iowa does not make full use educationally of the office of state superintendent. This is in no degree the fault of the incumbents of the office, but rather a failure to invest the office with certain functions and powers which belong to it, and which are attached to it in many states.

Courses of Study.—Attention was called in Part I of this report to the authority of the state superintendent in various states, acting either alone or in conjunction with the state board of education, over courses of study. Iowa has need of an extension of the authority of the state superintendent to cover this field, and especially with reference to the high schools which can offer only from one to two or three years of work. In many of these schools the first year of high school work is little more than a review of grade subjects, and the remaining year or two years is made up of a miscellaneous group of subjects chosen without reference to any order or system. In other schools of this type the course is modeled after that of the larger high schools, and attempts far more than can be successfully carried out. Further, the course of study in a large number of these smaller schools is in a constant state of reconstruction, being made over to suit the judgment of each new principal. The result is that pupils seldom have an opportunity to complete the course upon which they first enter, and suffer great loss of time and effort.

A more uniform and better administered course of study is highly desirable also for the rural schools. While it is true that under their present organization the rural schools can never carry out as definite a course of study as the town grades, yet much waste of time and energy could be saved based on the actual conditions and needs of the rural schools.

Inspection of Schools.—Any effective supervision of the schools of a state requires that the state superintendent should possess adequate means of collecting information directly from the schools, giving them suggestions and advice looking toward improvement in their work. This important function is being worked out in many states by a set of visiting officers called inspectors. These inspectors are usually appointed by the state superintendent the same as his deputies and other assistants. They work under his direction, and report to him. Perhaps no recent move in school administration has done more than this one to unify the school system, arouse educational sentiment, and make effective the energies devoted to education.

The state superintendent should have a high school inspector in addition to the inspector

of normal training in high schools. It is true that the state board of education maintains a high school inspector for the three state schools. But that does not fulfill the purpose for the state. The work of the inspector for the state institutions has as its object the correlation of a certain class of high schools with the state institutions. The state institutions do not possess academic departments, and hence only those high schools able to offer a full four-year course can articulate with them. The functions of the inspector for the state institutions are logically limited therefore to a group of some 200 high schools. But there are about three times this number of schools in the state doing a greater or less amount of high school work. And it is precisely these 400 smaller high schools that are most in need of the help that could come from a system of inspection conducted, not in the interests of the higher institutions, but in the interests of the schools themselves. For it is inevitable that the inspection conducted by the state higher institutions shall be primarily in the interests of these institutions. What we need is a system of inspection that shall include all the high schools, and make the interests of the high school and the needs of the community predominant.

Related to this question is a factor whose bearing on the educational problem in the state must not be left out of account. We refer to the independent colleges. These institutions, organized and maintained without expense to the state, are not interlopers and intruders in the educational field. They educate a number of students considerably greater than the number educated by all the state institutions combined. The value of the training they give is recognized as second to none. They constitute one of the principal educational assets of the state, and their services should be appreciated and their interests safe-guarded as jealously as those of any institutions supported by the state. Any system of inspection of high schools maintained by the state should therefore take into account the vital relations of these colleges to the public schools and the general educational welfare.

A system of inspection meeting these demands can be conducted only by the state superintendent. Nor can the necessary work of inspecting normal training high schools and all other high schools be done by one inspector. There is more work in each of these fields than can adequately be done by one man.

The state superintendent should have an inspector of rural schools. The rural schools are the pressing educational problem in Iowa at the present time. This is true not alone because fifty per cent of our children are in these schools, but also because ninety per cent of the rural school children do not go beyond these schools, and comparatively few even complete them. The marked movement toward educa-

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tional efficiency as shown in improvement in our graded and high schools during the last ten or twenty years has hardly touched the rural schools. They have little more than held their own.

The recently enacted law providing for the better training of rural teachers in the high schools is a long step in the right direction. But it is only one step. The state needs to be awakened to the rural school problem. The present status, the needs and the possibilities of the rural schools, should be studied, and the results of this study made available to all teachers and patrons. The excellent work now being carried on by the county superintendents in many counties should be encouraged. The state superintendent, working through a rural school inspector and the county superintendents, could be a great unifying and vivifying force among the rural schools. No greater opportunity or demand than this confronts the state administration in Iowa. A dozen different states have already the start of us in this important field, and we should lose no time in catching step.

The State Board of Educational Examiners in Iowa.

The Iowa educational board is first of all handicapped by its name. The term "board of educational examiners" suggests too obviously that the functions of the board are to be concerned chiefly with the certification of teachers. Important as this function is, it is one of the least that should occupy the time and attention of such a board. This board should be a true "state board of education" in the best sense, and should act in an advisory capacity to the state superintendent, counseling with him on the great constructive policies of public education. It should constitute a kind of cabinet in his administration, each member representing some important line of educational interest in the state, and all together giving weight and authority to his decisions and policies. If possible, the name of this board should be changed to conform with these broader functions. It is greatly to be regretted that the name "state board of education" was appropriated for the board in control of the state higher educational institutions. For this board is in no sense a state board of education and its functions are not described by this term. Further, the title "state board of education" is a name that is known throughout the country as descriptive of the board acting with the state superintendent as a part of the state administration of public education. The committee, therefore, believes that it would be wise even at this time to change the names of these two boards to make their titles descriptive of their functions.

The state board of educational examiners should be reconstructed on lines more broadly representative of the different educational in-

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terests of the state. The following phases of education should all be represented on this board: The high schools, elementary education, the rural schools, the state institutions, and the higher institutions not under state control. The state superintendent should be president of the board.

Recommendations.

Reducing this discussion to the form of definite recommendations, the committee recommend that legislation be asked at the next session of the legislature as follows:

1. That the length of term for the state superintendent be extended to four years.

2. That the salary of the state superintendent be increased to not less than \$4,000.

3. That the state superintendent be given an inspector for high schools, in addition to the inspector for normal training in high schools already provided for. Also that he be given an inspector for rural schools.

4. That the selection of the state superintendent shall continue to be by popular vote. Any change in the manner of his selection should concern only the elimination to the greatest possible degree all partisan or factional politics in connection with his nomination and election.

5. That the constitution of the state board of examiners be changed to make the board more widely representative of various educational interests in the state, and that the name of the board be changed to make it conform to its functions, and to the designation of similar boards in other states.

Alabama School Statistics.

Statistics contained in the latest report of the Alabama public schools have been made public by Superintendent J. H. Willingham.

A feature of the report is the recommendation of the superintendent relative to the enactment of a compulsory school attendance law. The question is one that has been raised by Mr. Will-

ingham ever since his entrance into office, but in his latest report, he concludes that the issue is inevitable, and that it is merely a question of time when Alabama will force every child into the schools. "If some of the expenses now incurred in maintaining jails and criminal courts could be transferred to the betterment of our public schools," the superintendent of education says, "it would improve our policy as a business arrangement and at the same time elevate the standard of our citizenship."

The report shows that, according to the school census of July, 1910, there were in the state a total of 712,769 children, between the ages of 7 and 21, of which total 390,062 were whites and 322,707 colored. During the fiscal year closed last fall, there were in attendance upon the schools 302,671 white pupils and 156,761 colored pupils, the percentage of white attendance compared with census being 78 and the percentage of colored pupils being 49.

The superintendent calls attention to the fact that one-fourth of the white pupils of school age do not avail themselves of the state's school facilities.

During the year covered by the report the school terms throughout averaged 127 days for the whites and 95 days for the negroes. Figures show that the white children who actually became enrolled attended these schools an average of 80 days, the colored pupils attending on an average of 66 days.

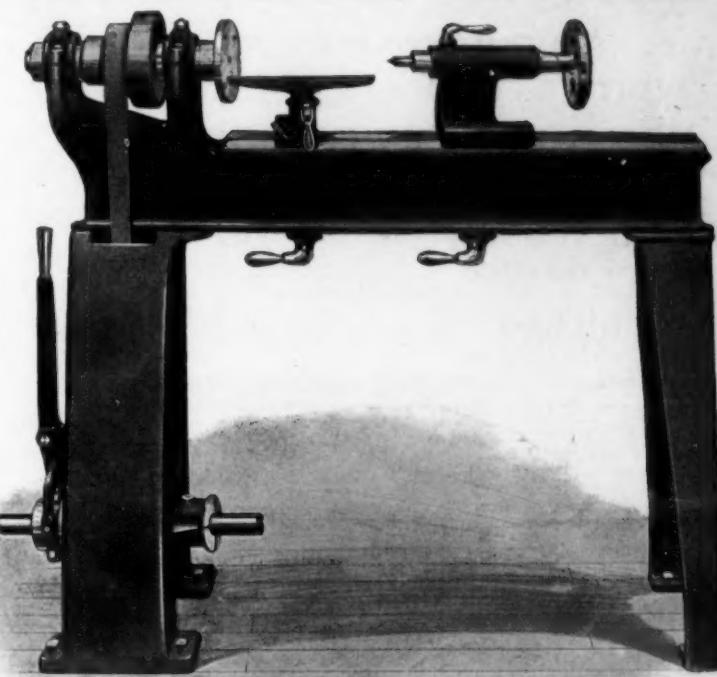
The total number of public schools in Alabama during the past year was 4,590 white and 1,967 colored, a total of 6,566 schools. White male teachers during the past year averaged a salary of \$413, while the white female teachers average \$340. Yearly income among negro male teachers was \$169 and negro female teachers, \$150.

A Plea for Teachers' Salaries

(Concluded from Page 34)

and every inch a man. They learn to like him. They must do the right thing by him. They

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raise his salary just as they should do. But what about the teacher whose duty does not call him into intimate business relations with the board? Too often he is forgotten. But to perform his work well he must possess and exercise the same qualities that the board admire in the superintendent. A machine, an automaton, cannot do the teacher's work.

"Members of school boards, may I ask that you consider more carefully the great question of requisite qualifications that your successful employees possess? Such a study will convince you, I am sure, that the graduations in salaries that commonly obtain in the business concerns of the industrial world cannot, in justice, be applied to the school system.

"The Apostle Paul's figure of the body typifying the church, may, with equal propriety, be used to typify the school system. You employees are all members of your school body. Who among us are wise enough to rank them in the order of need? But, in time, men will become wise enough to appreciate more fully than now the value of the work of the school officers and teachers. And in that day if compensations are proportionate to value of service, teachers will be the best paid employees in the service of the public.—Joseph F. Merrill, Salt Lake, Utah.

COMING CONVENTIONS.

Jan. 4-5-6, 1912. Idaho State Teachers' Association at Boise. Benj. R. Crandall, Idaho Falls, president.

Jan. 8-9. Louisiana Conference of Parish Superintendents and Boards of Education at Baton Rouge.

Feb. 15-16-17. Southern Minnesota Teachers' Association at Mankato.

Feb. 16-17. Southern Wisconsin Teacher's Association at Madison. Supt. W. G. Clough, Portage, president.

Feb. 23-24. Southern Kansas Teachers' Association at Wichita.

March 13-14-15. Central California Teachers' Association at Fresno.

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Alabama.

Hartselle—The board is considering the advisability of erecting a school. York—Bids have been received for Sumter county high school. Livingston—Site has been purchased for public school.

Arizona.

Scottsdale—School will be erected for Salt River Indian School. Proposals received Dec. 14.

California.

Huntington Park—Bids have been received for bath-house, temporary building, gymnasium and bath-house, and addition to polytechnic building. R. M. Taylor, Archt., Los Angeles. Los Angeles—Three schools will be erected. Sanger—Archt. A. C. Swartz & Son, Fresno, have plans for high school; \$60,000. San Francisco—Sixteen-room school is planned for Potrero District. Nevada City—Architects have been commissioned to prepare specifications for high school.

Connecticut.

Bridgeport—Propose erection of high school.

Florida.

Elkton—School will be erected.

Georgia.

Fort Valley—Proposals have been received for school. Blakely—Contract has been awarded for school; \$30,000.

Idaho.

Grace—\$22,000, bonds, have been voted for school.

Illinois.

Chicago—Archt. A. F. Hussander has plans in progress for 12-room Ryder school. Lake Forest—Archt. I. A. Worsfold, Waukegan, has plans for 2-story school; \$32,000. Saybrook—Bids have been received for industrial building. C. P. Easterbrook, Chm. Peoria—Archts. Reeves & Ballie have plans for 2-story Douglas school; \$125,000. Galesburg—Site has been selected for school in Barlow Addition. Pekin—Bonds will be issued for erection of school, Dist. No. 120. Edwardsville—Archts. Wessbacher & Hillebrand, St. Louis, Mo., have plans for 2-story parochial school. Mattoon—Archts. Hewitt & Emerson, Peoria, have

been commissioned to plan two schools. Chicago—Archt. Otto Kupfer has plans for 1-story school; \$6,500. Winnetka—Archts. Otis & Clark, Chicago, have plans for school.

Indiana.

Scirclerville—Archts. J. T. Johnson & Co. have plans for 11-room high school. Evansville—High school will be erected next spring. West Side; \$150,000. Muncie—Site has been selected for vocational school. Broad Ripple—Archts. H. L. Bass & Co., Indianapolis, have plans for 2-story school; \$30,000. Bids will be advertised spring, 1912. Greentown—Archts. Elwood & Elwood, Elkhart, have plans for 2-story high school. Bids advertised about January, 1912.

Iowa.

Bloomfield—Bids have been received for school, Dist. No. 9, Wyacondah Twp. S. F. Randolph, sec'y. Gaza—Site has been purchased for school. LeMars—Bids have been received for school, Perry Twp. Thos. A. Vondrake, sec'y. Charles City—Four-room parochial school will be erected next spring. Waterloo—Sketch plans for East Waterloo school have been approved. Fairfield—Propose erection of school. Lenox—Archts. Trunk & Gordon, St. Joseph, Mo., have plans for 2-story school.

Kansas.

Wichita—\$60,000 have been voted for erection of white and colored schools. Fairview—Bonds will be issued to secure a sufficient sum to rebuild school. Wichita—Propose erection of colored school. Onaga—Archt. F. C. Squires, Topeka, has plans for 2-story school; \$23,000. Wichita—Plans are being prepared for parochial school.

Kentucky.

Hazard—\$1,260,000, bonds, are to be issued for school, Dist. No. 1. Address clerk, school board.

Louisiana.

Covington—Propose issuance of bonds for erection of school.

Massachusetts.

Boston—Proposals have been received for elementary school in Dorchester. Melrose—Site has been selected for school.

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Michigan.

South Haven—\$38,000, bonds, have been voted for high school. Address clerk, school board. Ontonagon—High school will be erected next spring; \$50,000. Grand Rapids—Site has been selected for Second Avenue school. Paw Paw—Bonds have been voted for school and sites are being considered. Muskegon—Contract has been let for school; \$12,000. Detroit—Archts. B. C. Wetzel & Co., have plans for 2-story St. Peter's school; \$20,000. Kalamazoo—Archts. Robinson & Campau, Grand Rapids, have plans for 4-story high school; \$280,000. Battle Creek—Archt. A. D. Ordway has plans for 8-room school; \$30,000. Detroit—Plans have been considered for blind school.

Minnesota.

Mora—Bids have been received for school, Dist. No. 54. John P. Trudell, clerk. Norway Lake—School will be erected, Dist. No. 25; \$2,200. Roseau—Site has been selected for school. Special election will be held for issuance of bonds. Minneapolis—Archt. E. S. Stebbins has plans for Greely school. Bids will be received this winter. W. G. Nye, sec'y. Brainerd—Bids have been received for school, Dist. No. 106. I. N. Van Doren, clerk. Grand Rapids—Contract has been let for school, Carpenter Twp. Montevideo—Bonds have been voted for school, Dist. No. 9. Buhl—Archt. Anthony Puck, Duluth, has plans for 2-story high school; \$100,000. Biwabik—Sites have been considered for school.

Mississippi.

Biloxi—Plans for high school have been approved. Longview—Archt. M. M. Alsop, Houston,

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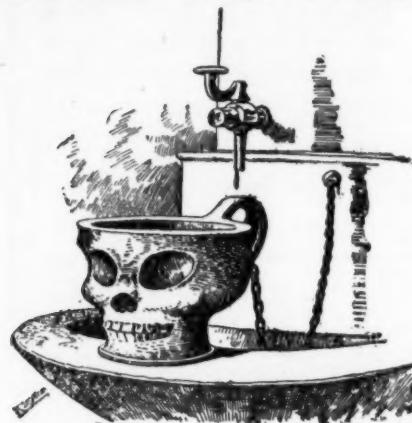
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St. Louis, Mo.

will prepare plans for agricultural school; \$15,000. Vicksburg—\$50,000, bonds, have been voted for high school.

Missouri.

St. Louis—Archts. Eames & Young have plans for 3-story trade school; \$275,000. Figures received Dec. 4.

Montana.

Billings—Funds are being collected for erection of super-structure of Polytechnic Institute. Geyser—Three schools will be erected, Dist. No. 30. Stanford—Archt. Wm. Mowrey, Great Falls, has been selected to supervise erection of school. Ryegate—Voted to erect \$18,000 school.

Nebraska.

Omaha—Plans are being prepared for 2-story school building, containing gymnasium, library, laboratories and industrial arts department; \$50,000. Hebron—Parochial school will be rebuilt. Auburn—Archts. Berlinghof & Davis, Lincoln, have plans for 2-story high school. Will advertise for figures. Chappell—Archt. M. N. Bair. Hastings, has plans for 2-story high school; \$14,000. Bids will be received until Feb. 15. Keneaw—\$24,500 have been voted for school.

New Hampshire.

Keene—Union school district voted to erect high school, not to exceed \$100,000 complete.

New Jersey.

Bernardsville—Contract has been awarded for school; \$31,000. Libertyville—Bonds will be issued for erection of high school. Mt. Holly—Archt. Clyde S. Adams, Philadelphia, Pa., has plans for 2-story high school; \$30,000. Figures received Dec. 19. Linden—Archt. C. G. Poggi, Elizabeth, has plans in progress for 1-story school; \$20,000.

New York.

New York—Plans are in progress for public school; \$30,000. C. B. J. Snyder, Archt. Brooklyn—Plans are in progress for public school; \$320,000. C. B. J. Snyder, Archt. Buffalo—Archt. H. L. Beck will prepare plans for 2-story school No. 42. Albany—An ordinance for increasing the appropriation for high school by \$100,000 has been considered. Buffalo—Plans have been prepared for school building, Nardin Academy. Poughkeepsie—High school will be erected; \$250,000. New Lebanon—Site has been selected for \$12,000 school. Albany—School will be erected on Hulbert Street. New Berlin—Archt. J. M. Platt, Rochester, has plans for 2-story school. Syracuse—Grade school is being planned.

North Carolina.

Charlotte—The plans of Architects Hunter & Gordon for 8-room Piedmont school have been approved; \$10,000.

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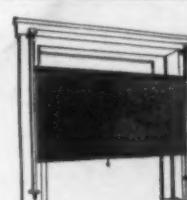
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North Dakota.

Barton—School will be erected.

Ohio.

Tiffin—Two-story grade school is contemplated for 1912; \$25,000. J. C. Royer, pres. board of education. Cleveland—Archts. Fountain & Moratz have plans for school, St. Patrick's parish; \$5,000. Proposals have been received for Eagle Avenue school. Akron—Proposals have been received for public school. Frank Fleberger, pres. board of education. McDermott—Archts. DeVoss & Patterson. Portsmouth, have plans for 2-story school; \$4,000. Xenia—Archt. E. J. Mountstephen. Dayton, has plans for 2-story parochial school; \$35,000. Zanesville—Two-story grade school will be erected in 1913. C. J. Weaver, clerk. Cleveland—Plans will be prepared for 8-room school on Washington Boulevard. Industrial school will be erected; \$2,500,000. Toledo—Archt. L. G. Welker has plans for 1-story school. Youngstown—Archt. John T. Comes. Pittsburgh, Pa., has plans for two 8-room parochial schools; \$40,000 each. Martinsville—Archts. Howard & Merriam. Columbus, have plans for 8-room school; \$30,000. Cincinnati—Archt. A. Kunz has plans for 8-room school. St. Pius Church; \$35,000. Toledo—Bids have been received for 2-room school. Sub-Dist. No. 6.

Oklahoma.

Durant—Bids have been received for five schools. Jewell Hicks, Archt. Muskogee—Plans have been considered for girls' high school.

Pennsylvania.

Beatty—Archts. E. Brielmeyer & Sons, Milwaukee, Wis., have plans for 3-story seminary. St. Vincent Arch Abbey; \$50,000. Scranton—Archt. J. A. Duckworth has plans for School No. 46. Oil City—Archt. J. P. Brenot has plans for 2-story parochial school.

South Dakota.

Bancroft—Site has been purchased for school. Dallas—Bids have been received for 8-room school. H. L. Harvey, Chm. Lake Preston—School will be erected, Dist. No. 2. Baker Twp. Whitewood—Military academy will be erected next spring; \$25,000. R. D. McNeill, Lincoln, Neb. Plankinton—Bids will be received in spring for building at Training School.

Texas.

Riverside—Bids have been received for 2-room school, Riverside Addition. El Paso—Plans are being prepared for public school and high school addition. Bay City—Bids have been received for 2-story school. Rock Island—Contract has been awarded for \$10,000 school. Tyler—\$50,000, bonds, have been voted for high school building.

purposes. Dallas—Board is considering erection of five schools.

Utah.

Salt Lake City—Plans and specifications will be submitted for high school.

Virginia.

Altavista—Eight-room school will be erected in the spring; \$10,000. Portsmouth—Bids have been received for School No. 2.

Washington.

Tacoma—Bids have been received for 8-room Oakland school; \$25,000. Ellensburg—\$90,000, bonds, for school have been sold. Vancouver—Campaign has been started for erection of high school. Everett—\$18,000, bonds, have been voted for school. Lyle—Bids have been received for school. Touchet—Rural school will be erected; \$30,000. Granger—Propose erection of \$18,000 high school. Cumberland—Bids have been received for school, Dist. No. 66. Seattle—Contract has been let for 9-room school, Alki Point. Tacoma—Site has been selected for South Side high school.

Wisconsin.

Phillips—Building will be erected for Price County training school. Rochester—Site has been selected for county agricultural school. An appropriation of \$30,000 is expected for its establishment. Baraboo—Archt. Andrew Roth, La Crosse, has plans for 6-room school. Milton—Plans have been considered for school. Milwaukee—Site for high school has been selected. Archts. Dohmen & Brielmeyer have submitted sketches for 3-story school, S. S. Peter & Paul's Church. Eau Claire—Sketches have been submitted for Ninth ward school. Milwaukee—Contract has been awarded for school of engineering at agricultural school.

Kansas City, Mo. The school board has recently purchased a light motor truck to handle all the supplies and books needed in the public schools. A heavier truck has been ordered for moving the building materials used by the repair and construction department. It is expected that the two trucks will do the work of four or five horses at less cost.

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Got Better.

Nicholas Murray Butler, president of Columbia University, relates an amusing incident that goes to prove there has been a considerable advancement, in the last half-century, in the remuneration of teachers.

"When I was a boy," says President Butler, "it was the custom for the country people to work out their taxes by boarding the teacher. This meant that as part pay he was from time to time supplied from various quarters with fresh meat."

"One day a boy named Tim Moorehead breathlessly sought our instructor, exclaiming, 'Say, teacher, my pa wants to know if you like pork.'

"Indeed I do, Tim," answered the pedagogue. "Say to your father that there is nothing in the way of meat I like better than pork."

"Some time passed, but there was no pork from Tim's father."

"How about the pork your father was to send me?" the teacher asked the boy, one day.

"Oh," answered Tim, "the pig got well."



As to the Double Negative.

Teacher—"Haven't you studied your arithmetic lesson?"

Pupil—"No, 'm. I didn't have no time to learn nothing but me grammar lesson."—Judge.

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from the bottom of the abyss.

"We change 'em every three months," was the reassuring reply of the man in the bucket, "and we change this one tomorrow, if we get up safe today."

Teacher (in girls' class in Sunday school, trying to indicate the meaning of evil influences)—What is it causes us to stumble and fall by the way?

"I think," chirped a little girl, "it's the hobble skirt."

Dad Is Surprised.

"Pa, what is a pillory?"

"A what?"

"A pillory. Teacher asked me yesterday and I didn't know."

"Why, that's a facetious term some times applied to a drug store. What won't these schools put in your head next?"

New Version of "Mary Had a Little Lamb."

Mary had a little cold
That started in her head
And everywhere that Mary went
That cold was sure to spread.

It followed her to school one day
(There wasn't any rule).
It made the children cough and sneeze
To have that cold in school.

The teacher tried to drive it out,
She tried hard, but—kerchoo!
It didn't do a bit of good,
For teacher caught it, too.

Dr. W. H. Allen, New York.

Another Answer.

In a primary school examination, over which I once had the pleasure to preside, one of the questions was with regard to the five senses. One of the bright pupils handles the subject thus:

"The five senses are: Sneezing, sobbing, crying, yawning, coughing. By the sixth sense is meant an extra one which some folks have. This is snoring."



Perfectly Natural.

"You were well acquainted with the professor. What do you think of his monument?"

"Very characteristic to see him stand there in the rain, without an umbrella."—Megendorfer.

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If any item desired, cannot be found listed, write to Wm. Geo. Bruce, Publisher, Milwaukee, Wis.

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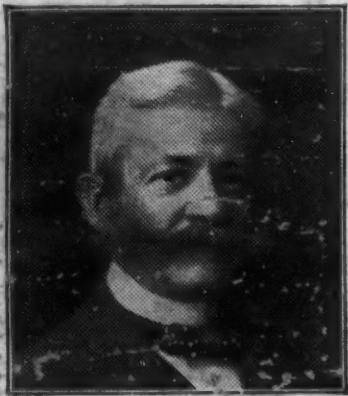
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